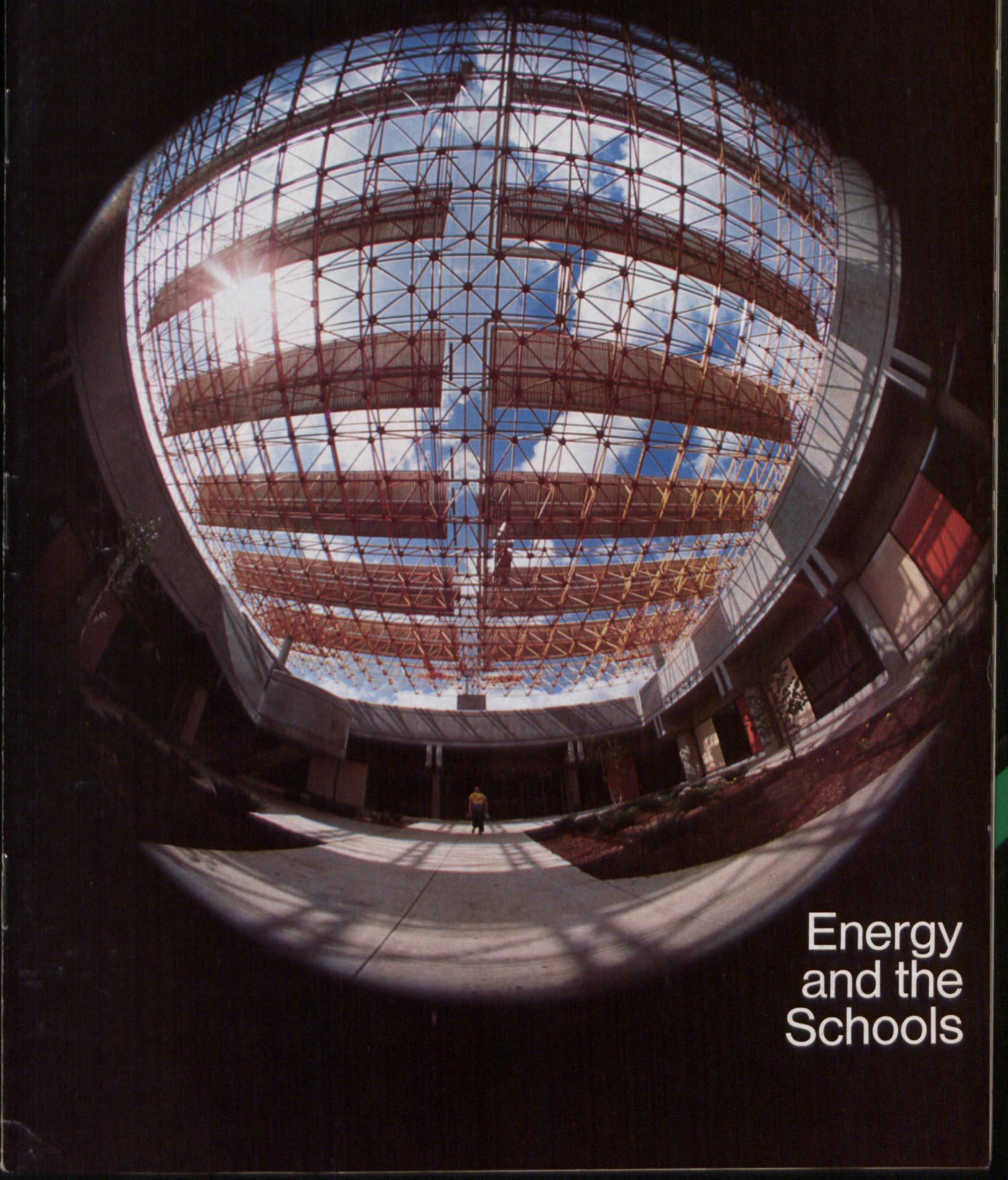
TODAY'S EDUCATION

The Journal of the NATIONAL EDUCATION ASSOCIATION

September/October 1977



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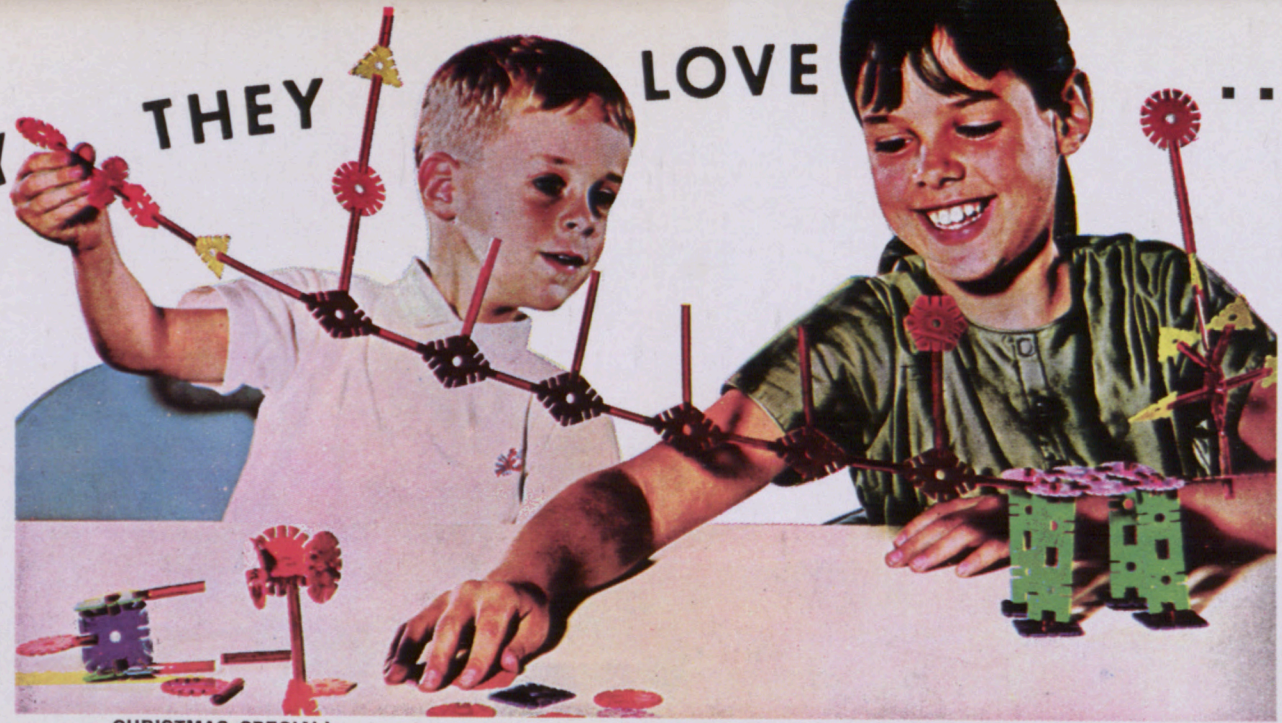

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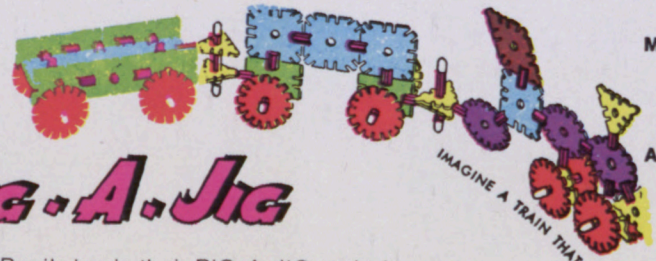

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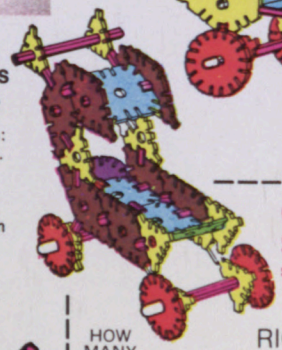

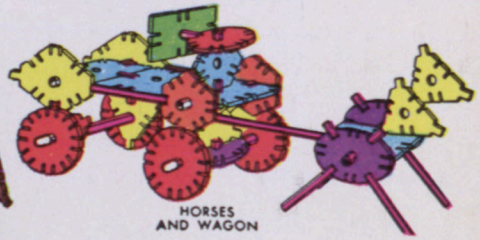

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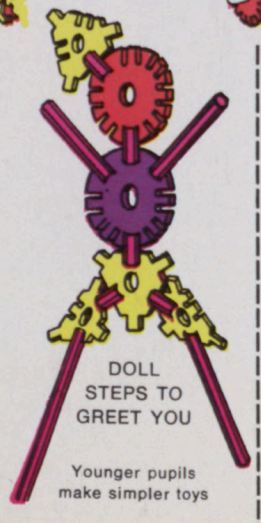

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In This Issue

This month's special feature on energy and the schools is kicked off by our dramatic fish-eye cover photo of the entrance to Terraset School in Fairfax, Virginia. Positioned over the entrance court are solar panels that gather heat to supplement the regular heating and cooling system of the new school.

The special feature on energy and the schools begins with an article by Ernest L. Boyer, the new commissioner of education. He says, "Schools must conserve. They must contribute to the training of workers in the new energy and environment fields. . . . They must teach our children and ourselves about the wider nature of our energy dilemma and must equip our society with the understandings necessary to remake our society in the light of that dilemma."

Commissoner Boyer then speaks of what the Office of Education can do, and he outlines a program of providing support to schools and colleges.

King C. Kryger of the National Science Teachers Association follows up Commissioner Boyer's statement by telling of several programs already developed in energy education. From such programs have emerged some guidelines for energy-program designers. Dr. Kryger concludes with an annotated bibliography.

The third part of the energy feature was written by Jerry Silver and Kurt Johnson, two science teachers in Prince George's County, Maryland. They tell about an experimental project in the school that teaches students and actually conserves energy in the school plant.

The NEA resolution on energy education, a discussion in the "Classroom Tips" column of energy teaching techniques, and a listing in the audiovisual column of energy films complete this issue's energy contribution. Readers' reactions and articles in this area are invited for possible use in future issues, for the problem will not soon disappear.

The second special feature in this issue is on teaching moral values. And this problem is also one for tomorrow's education as well as today's.

Amitai Etzioni of Columbia University gives a brief Cook's tour of the plethora of educational philosophies, theories, and techniques competing with one another in the values education field. Comments Dr. Etzioni, "Teaching techniques range from the more familiar style using classroom materials designed to enrich the conventional curriculum to more unusual, even far-out exercises. Looking in on how teachers apply them affords us an insight into the promise and the limitations of moral education."

Sidney Simon, famous for his work in the field of values clarification, then reacts to Dr. Etzioni's survey and says that "what the world needs now is a sensitive synthesis of the many efforts of the well-meaning people working in the values/moral education area."

Four classroom teachers also react to Dr. Etzioni's survey. One asks, "Has anyone thought to survey classroom teachers on whether they are prepared to take on a burden that I believe belongs to family and church? I believe we teachers can play a productive part by supporting rather than taking over family and church responsibilities."

The second part of the values special feature is a statement by Robert Coles of Harvard University titled "What About Moral Sensibility?" As an example of the conflicts that exist in a child's mind as he or she struggles to make sense out of the adult world, he tells the story of the son of a wealthy Florida grower. The boy is upset with the growers and their treatment of migrant workers.

After an "adjustment period" with school people and doctors, the boy doesn't feel the conflicts any more. "He is a normal person. He doesn't blink when he sees those shacks on what is now becoming his land. . . . To get along and get ahead, then, one learns to cope with something teachers and doctors should be enormously interested in studying and propagating: a sense of ethics, social conscience, what William James called moral sensibility."

Again, some classroom teachers were asked to react to the statement. In general, they agree with Dr. Coles's point, and they tell how they help their students to develop a moral sensibility.

Good teachers care about kids and want to understand them better. Therefore, four articles in this issue are devoted to children with problems: the abused child, the spoiled child, the suicidal child, and the child who has become hooked on television.

Free-lance writer Myron Brenton surveys the horrible epidemic of child abuse and points out that in nearly 40 states teachers are specifically mandated to report suspected cases of child abuse. He then tells what some schools are doing to alleviate the child-abuse problem in their communities.

Child psychologist C. R. Partridge describes the basic characteristics of the spoiled child or the child with immature character development and then suggests ways to help the child. He concludes: "It seems our society has become so preoccupied with protecting our children from frustration and stress that we have deprived them of the strengthening insecurities and coping experiences that life requires for well-balanced functioning and growth."

Classroom teacher Susan Feinberg tells of the characteristics of our TV-hooked kids. "TV has become the most influential institution in a student's life. It has effected a rejection of the 'work-now-pay-later' ethic, and the philosophy of deferred gratification has been relegated to the prevideo past. . . . Amusement and entertainment are only as far away as the set. Horatio Alger has been replaced by the *Six Million Dollar Man*."

Psychiatrist James D. McNeely and his colleagues point out that suicide is now the third most common cause of death after accidents and homicide in teenagers and college-aged youth. They describe the signs that teachers should watch for in teenagers so that effective preventive actions may be taken. "In summary," say the authors, "human contact and empathy, the ability to listen, and decisiveness when there is a sense of danger are the most important remedies for treatment of potentially suicidal children or adolescents."

Five other major articles and 14 continuing features in this issue are designed to interest you and to help you with your teaching. Please let us know how we're doing. And don't hesitate to send us your own articles and ideas. After all, it's your magazine.

—WAG.

TODAY'S EDUCATION

The Journal of the NATIONAL EDUCATION ASSOCIATION

September-October 1977, Volume 66, Number 3

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How Should We Assess Their Learning?

I commend *Today's Education* for addressing itself to the subject of testing—one of the least understood aspects of our schools. Your coverage in the March-April issue helped crystallize current research and offered specific alternatives to practitioners.

—Donald L. Bratcher, *counselor, Norris (Tennessee) High School.*

I strongly disagree with your position on standardized tests—they are an integral part of any good counseling program. Counselors know standardized tests are not perfect measures of an individual's academic potential and development, but they are important and useful indicators of a student's abilities in general, and they help the counselor facilitate the student's self-awareness, self-direction, and self-development.

—Edward W. Claudius, *counselor, Montoursville Area High School, Montoursville, Pennsylvania.*

Like the writers of your articles on the dilemma of testing, I deplore the push-pull, click-click characteristics of too many standardized-testing instruments. I am enthusiastic about the possibilities of informal criterion-referenced testing and have devised an assessment form for classroom teachers, which I presented to the Pennsylvania Council for Geographic Education at this year's spring conference.

—Neal S. Kahn, *Social Studies Department, Marple Newton School District, Newtown Square, Pennsylvania.*

My wife's Latin students thrive on standardized testing, which invariably shows their high proficiency. This suggests that the attack on standardized testing owes much to a dedication to mediocrity—in students, in teachers, and doubtless in administrators. Standardized tests can bruise egos—by showing reality that students need to face. Teacher-made tests, moreover, can be only as good as the teachers who make them.

—Winfred S. Emmons, *professor of English, Lamar University, Beaumont, Texas.*

Each article in the feature made the same two serious omissions: the reason individual student evaluation is necessary and the uses that can be made of criterion-referenced systems. To use tests well, teachers need to know both.

The problem with testing is less with the test than with the tester. Teachers who are befuddled by a standardized test score will be befuddled by a criterion-referenced test item.

—Maurice Miller, *assistant professor, Department of Educational Psychology and Counselor Education, College of Education, Tennessee Technological University, Cookeville.*

I've been both a victim of standardized tests and chairman of a committee that prepares them—part of the American Chemical Society-National Science Teachers Association High School Chemistry Examinations Committee.

Not all standardized tests are alike, as your feature implies they are. All the writers of our standardized chemistry achievement tests are active chemistry teachers, so the test items reflect current course offerings, and the writers' names are on the cover of each exam. I know of no other standardized tests that can make this claim.

—Roger Rea, *chemistry teacher, Omaha Northwest High School, Omaha, Nebraska.*

Teacher: Susie, why haven't you finished your standardized test?

Susie: I can't answer number four: Which animal is used as a beast of burden in the desert—camel, horse, or mule?

Teacher: Well, it seems obvious to me!

Susie: But in the Mongolian desert, they use horses; in the Southwestern United States, they use mules; and in the Sahara, they use camels.

Thank you for an inspiring article. Now, what if no school board members read it? What changes will take place?

—Nick Rocco, *sixth grade teacher, North Gresham Grade School, Gresham, Oregon.*

We commend you on the outstanding special feature on standardized testing. You covered the topic very realistically, presenting much food for thought—and content for action—for all who in any way have a say about the way we assess a student's learning.

We hope it gets the wide reading it deserves.

—Ronald J. Hare, Anita Robertson, Michael J. Ragan, Sue Ellington, R. R. Renteria, R. N. Muñoz, Barbara M. Wong, Harriet S. Brock, Genevieve Oliver, *Communication Plus Alternative School, Anthony J. Dorsa School, San Jose, California.*

The phonics test described in "Testing: The Way It Is" is very valuable when used in a relaxed classroom atmosphere after phonics has been thoroughly taught. In my experience children don't object to testing—some teachers may.

Children learn reading when the teacher enjoys teaching. Normally, where reading teachers in the primary grades are dedicated, the children learn, and the tests show it.

—Mary Barton, *retired first grade teacher, Jackson, Michigan.*

Separation of TM and State

The benefits claimed for Transcendental Meditation (TM) in special education classes ("Research Clues," January-February) can be obtained by far less costly techniques, such as the "Relaxation Response" developed by Harvard cardiologist Herbert Benson. In addition, several plaintiffs are challenging in federal court the promotion of TM in New Jersey schools. Although not publicized as such, TM is a religious movement in both theory and practice.

—Edd Doerr, *director of communications, Americans United for Separation of Church and State, Silver Spring, Maryland.*

Discipline

The Reverend Jesse Jackson has hit one of the principal causes of the discipline problem in the schools today (January-February). He doesn't ignore the tragic effects of the media or offer a high-sounding but ineffectual solution. His solutions are the most sensible I've seen: Turn off the radio and TV and see that the kids do some homework.

—Mrs. Wayne Swimme, *Tacoma, Washington.*

All of us—whatever our age—need discipline that gives purpose and certainty to our lives. In 48 years of working with schoolchildren, I have observed that where parents and teachers have fixed standards of behavior, told the children about them, and applied them fairly, the children respect and love those adults. A child will accept discipline from adults who act like adults,

(continued on page 8)

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and who have high standards of behavior for themselves.

—Louis M. Klein, *Educational Advisory Service, Harrison, New York.*

As Kenneth Erickson says in his honest and brilliant analysis ("Disruptive Youth and the Rights of Others," January-February), disruptive students are coddled by counselors and parents, and the teacher is always the "bad guy." I would like to see a movement to drive disrupters out of the classroom. They frustrate teachers and other students and waste the taxpayers' money.

—Name withheld by request.

Breaking Out of the Jargon Box

"Inherent rigidity did not go unquestioned, however, and a clutch of projects sought to break out of the boxes. . . ." ("Alternative Schooling: Language and Meaning," January-February). If I received a composition written this way, I'd probably hand it back for rewriting. Mr. Goodlad may have something important to say. Why doesn't he just say it?

—George F. Moser, *mathematics teacher, Whittier Junior High School, Lorain, Ohio.*

Helping Readers To Visualize

Marilyn Duff ("Helping Readers To Visualize," March-April) is right—students are likely to dismiss the written word as less significant than TV or movies. I also try to help them see what they read: I bring in appropriate objects—a copy of *Pravda* to introduce *Darkness at Noon*, for example; act out parts, shouting at the top of my lungs, if necessary; discuss students' experiences that are relevant to literature; and ask students to make illustrations for books we read.

—Ralph L. Montgomery, *English teacher, Gray-New Gloucester High School, Gray, Maine.*

Special Education Students and Parenthood

During the past three years, 20 children have been born to 13 unmarried girls (out of about 50) in our high school special education program. Two of the girls have had three children each, and a 13-year-old, not yet in the high school program, also has had a child.

Parents of boys in the program have said that their sons could not be fathers because they were under 18 or were not circumcised.

What is the responsibility of the school to make sure special education students get suitable sex education and help with birth control?

—Johnny C. Smith, *vocational adjustment coordinator, and* Virginia Fancovic, *special education teacher, Special Education Department, Abilene (Texas) Independent School District.*

A Message About Media

We can be sure the evening news will have some items about war or preparations for war—it used to be Vietnam, now it's the Middle East. Why not give equal time to projects that improve the environment or some other aspect of our lives? The news people seem to get little feedback from those of us who feel this way, but if we all write them, there might be a change.

—Mary E. Cavanaugh, *retired Latin and special education teacher, Silverton, Oregon.*

Which Math Skills Are Really Basic?

I heartily agree with Ross Taylor ("What To Do About Basic Skills in Math," March-April): Teachers should get involved, by working with administrators, parents, and elected leaders, in establishing both revised curriculums and minimum competency requirements. I've found, however, that students can't attain the other basics Taylor lists, like testing for reasonableness, if they aren't competent in computational skills.

—James S. Russell, *math teacher, Applied Technology Department, Lansing Community College, Lansing, Michigan.*

Shyness, Decency, and Cross-Cultural Study

In "Shyness—the People Phobia" (January-February), Philip Zimbardo exceeds the bounds imposed by common decency, especially in the section that implies that shy people are not sexually normal because they have not practiced certain perversions. This insults normal people and misleads the shy. These remarks, based on conjecture alone, could lead weak people to experiment with aberrant behavior.

—Theodore V. Sampson, *retired teacher, Fall River Joint School District, Fall River Mills, California.*

Dr. Zimbardo's article was wonderful. I saw my own shyness in it and obtained some fascinating insights into the relationship between shyness and America's competitive culture. However, tourist advertising to the contrary, we in Hawaii are not primitive and unspoiled natives of a tropical paradise, suitable for cross-cultural comparisons, as Dr. Zimbardo described us. We are Americans living in part of America.

—Esha Neogy, *student, Honolulu, Hawaii.*

A Call for Help on Mainstreaming

I am a British teacher working as deputy headmaster of a large school for educationally subnormal children. I am responsible for the transition of these pupils from a sheltered school environment to the hard world of work. Within the limits of my own resources. I am trying to gather information on how colleagues in different countries conduct this transition. I would like to hear from American teachers doing this kind of work and from schools I might visit if I can find a sponsor.

—David Bavnton, *4 Achilles Road, Lordswood, Chatham, Kent ME5 8SP Great Britain.*

Occupational Safety and Health —in the Schools

"The Battered Teacher" (March-April) needs a labor lawyer. What other industry could get away with permitting its employees to be beaten, robbed, raped, and murdered on the job? An employer can be forced to accept responsibility for providing a reasonably safe working environment in a steel mill, mine, or assembly plant—now the liability of school boards, too, must be demonstrated in court.

—D. Paul Sondel, *doctoral candidate in safety education, Florida State University, Tallahassee.*

Calligraphy and Study Habits

The picture on the cover of your March-April issue shows the effects of some very bad teaching. The little boy's teacher should give him some lines to write on and should teach him to make his letters correctly. My assessment is that he may be learning less because sloppy work habits are encouraged.

—Daniel E. Orr, *teacher, grades 3 and 4, Amargosa Elementary School, Lathrop Wells, Nevada.*

Food for Thought

The food and drug people keep passing regulations about what is fit for human consumption, but nobody's in charge of the theories, creeds, notions, or ethics we ingest. The media will feed people whatever they have developed an appetite for—that's how they make money. It's up to education to nourish people's critical sense so they can choose a healthy psychological diet.

—Norma Hedden, *Palm Springs, California.*

Trends

Agency Shop for Public Employees Is Legal, High Court Rules

Agency shop agreements between public employee organizations and state or local governments are constitutionally permissible, the Supreme Court has ruled. The fees collected must be used for such union activities as bargaining and grievance processing, however, and not for political or ideological purposes to which nonmember contributors register objections.

(See "The Teacher and the Law" for more about this topic.)

NEA Representative Assembly Chooses Leaders

Delegates to NEA's 1977 annual meeting in Minneapolis reelected President John Ryor, Vice-President Willard McGuire, and Executive Committee member Lauri Wynn. Ronald G. Bruch of Missouri is a new member of the Executive Committee; Diane Newkirk of Virginia, of the Board of Directors.

U.S. Vice-President Walter Mondale addressed the Representative Assembly, which also saw Senator Hubert Humphrey receive the Friend of Education Award.

(More details about the meeting appear in the September issue of the *NEA Reporter.*)

New Mores Mean Fewer Kids in School, More Adults in College

Later marriages, more divorces, and fewer children are becoming common in the United States, says the Census Bureau. Since 1970, more and more women aged 20 through 29 are single, more and more married women that age have no children, and the ratio of divorced to married people has jumped by nearly two-thirds to 75 per 1,000.

Nursery enrollments dropped 13 percent between 1975 and 1976, and almost 1 million women aged 25 to 34 are in college, more than twice as many as in 1970. A fourth of all college students are now over 24.

Court Applies Equal Pay Act to Teachers

In an important decision, a federal court has ruled that male and female teachers doing equivalent work must receive equal pay. The U.S. district court in Houston has required back pay with interest for female teachers in a district which in 1972-73 paid all male teachers and no female teachers an extra $300 "head of household allowance" for extra supervisory duties. However, the court found that women were expected to and did perform extra duties similar to the men's and that in that year some men performed no extra duties at all.

Women in Higher Education Get Fewer Positions, Less Pay, Than Men

White men hold 79 percent of top administrative positions in 1,037 colleges and universities, found the College and University Personnel Association in a 1975-76 survey. White women hold 14 percent of the top positions; minority men, 5 percent; and minority women, less than 2 percent. Men head 96 percent of white coed and minority institutions.

Women in administration are paid about 80 percent as much as men in comparable positions in comparable institutions.

AEW Emphasizes Cooperation

November 15-19 is American Education Week this year, and the theme is "Working Together for Education." The week's activities will concentrate on ways parents and others in the community can work with the schools to educate their children. AEW is cosponsored by NEA, the National Congress of Parents and Teachers, the American Legion, and the U.S. Office of Education.

For information about ordering NEA-prepared materials for AEW, write promptly to American Education Week, Academic Building, Saw Mill Road, West Haven, CT 06516.

School Board Members Tell Uses of Standardized Test Results

Almost 40 percent of school board members use standardized test results for informational purposes only, according to a National School Boards Association survey of its convention delegates from districts that use standardized testing. Other uses cited were program evaluation, 55 percent; curriculum decisions, 50 percent; budget decisions, 20 percent; and staff evaluation, less than 20 percent.

Only 79 percent of the board members thought the tests worth the time and money that they cost, but 86 percent opposed eliminating them.

Parents Would Seek Teachers' Advice

Nearly half of parents would turn to teachers for advice about their children, found a study done for General Mills by Yankelovich, Skelly and White, Inc. According to the report, *Raising Children in a Changing Society,* 49 percent of parents are most likely to turn to their children's teachers for help when the children have psychological or behavioral problems. Doctors and religious counselors rank next, agencies and relatives last.

Teachers Are Not "High-Paid Babysitters"

Teachers' pay is low when compared to the cost of babysitting, the *Phi Delta Kappan* has figured out. A teacher making $14,000 a year and teaching 30 students for five instructional hours a day—not counting any additional time—makes a little less than 52¢ per student per hour. Further, a per-pupil expenditure of $1,200 for 180 five-hour days comes to a total cost of $1.33 per instructional hour for everything that is available to an individual student from the school.

Where Is Woman's Place?

About half of U.S. 17-year-olds think a woman should choose whether to work at home, work outside, or do both, according to the National Assessment of Educational Progress (NAEP). Yet 30 percent (37 percent of the boys) think her place is in the home, and 20 percent would specify certain preconditions—for example, childlessness—before being willing to see her work outside the home.

NAEP obtained these statistics by analyzing the content of essays written for its writing skills survey. At least one result, however, did not jibe with results from another NAEP survey done the same year: In that survey, only 3 percent of 17-year-old girls made "housewife" their first career choice, but 21 percent of the female essay writers said that woman's place was in the home. NAEP officials attributed the gap to difficulty in measuring depth of conviction with a single essay or to uncertainty about their future roles among young American women.

NEA Grants Programs Invite Proposals

Competitions for the Hilda Maehling Fellowships and William G. Carr Scholarship Award are open again. Maehling projects are to lead to the advancement of professional association work, professional improvement, or development of professional tools and techniques. Applications are due December 1.

The Carr Award of $2,000 goes to an officer or staff member of a U.S. state or local association for graduate educa-

tion designed to improve some aspect of professional association work. Applications are due February 1, 1978.

For more information, write to Hilda Maehling Fellowships or William G. Carr Scholarship Program at the National Education Association, 1201 Sixteenth Street, NW, Washington, DC 20036.

Local Control Is Far From Complete

Despite assumptions to the contrary, states have far more control over schools than localities do, according to a University of Illinois study. If absolute local control is 0 and absolute state control is 6, the mean score of all states is more than 3.5.

Local control is greatest in New England; state control, in the Southeast. The moral, according to the researchers, is that "school reform requires state action, not local decision."

Tuition Climbs Faster Than Inflation—or Does It?

State college and university tuition and fees jumped more than overall inflation did between 1975-76 and 1976-77, says the American Association of State Colleges and Universities. The jump was more than 8 percent for undergraduates. In the past seven years, furthermore, tuition and fees have risen 66.2 percent, the Consumer Price Index just 40.2 percent.

At the same time, a report of the Association of American Colleges contends that the difference in student charges between public and private institutions has not increased relative to per capita disposable income in the last 10 years and that the total cost of a year at a private institution—including transportation and personal expenses—is less than 25 percent more than at a public one.

Arts Are Basic, Council Contends

Arts are basic because they encourage students to use their senses, contends *Coming to Our Senses: The Significance of the Arts for American Education.* The report, sponsored by the American Council for the Arts in Education, goes on to assert that the arts thus can enhance learning in general if they are seen as a tool for teaching the fundamentals and almost anything else society wishes its children to learn.

The report urges that agencies at all levels of government be created or redesigned to coordinate and contribute to arts education and that the arts and their integration into the curriculum become a regular part of preservice and in-service education for teachers and administrators.

Teachers Use, But Don't Choose, Instructional Materials

Instructional materials, print and nonprint, are used during 90 to 95 percent of all K-12 instructional time, say more than 12,000 teachers surveyed by the Educational Products Information Exchange (EPIE). Almost half of the teachers say, however, they have no voice in selecting the materials; of those who have some voice, slightly more than half spend less than an hour a year in selection.

Schools spend only about 1 percent of their budgets on such materials.

Help Prevent Epidemics, HEW Pleads

Two out of every five U.S. children less than 15 years old are not properly immunized against polio, measles, rubella, tetanus, diphtheria, and whooping cough, charges the Department of Health, Education, and Welfare. Unnecessarily low rates of vaccination increase the chances of serious outbreaks of these preventable diseases.

HEW is offering states and localities help with immunization programs. Local education associations can assist by informing the public of the situation and by helping to find children who aren't fully protected. Associations wishing to support the project should notify their local health department.

College Freshmen Turn to Enlightened Self-Interest

In 1976-77, more than half (53.1 percent) of college freshmen thought "being well-off financially" a very important goal, according to an annual survey of freshmen by UCLA and the American Council on Education. This is the first time in the survey's 11-year history that a majority of respondents have considered finances so important.

Some 328,000 freshmen at 592 two- and four-year institutions took part in the survey. Four out of five want more government control of pollution and energy consumption and three out of four want more consumer protection. Although they are more conservative than previously in political identification and on some social issues, nearly half support legalization of marijuana—in turbulent 1968 only one in five did.

U.S. Youngsters Risk Serious Diseases

Eat properly, get plenty of exercise, stop drinking and smoking, cut down on salt—that's the advice the American Health Foundation and *Current Science* offer U.S. youngsters. The Foundation analyzed the responses of 22,000 middle and junior high school students who completed and returned the magazine's survey. It found a high incidence of risk factors that turn up in the medical histories of heart disease, stroke, and cancer victims.

Based on the reported eating habits of the students, the Foundation found that 20 to 30 percent of sixth to eighth graders are likely to have high cholesterol levels and that overuse of salt is common.

Poor Kids Miss Out on Health Care

Most children who can't pay for health care aren't getting it through Medicaid either, charges the Children's Defense Fund (CDF). One reason is that most states deny Medicaid eligibility to children in all but the poorest families.

Only a little more than half the children in families with incomes under $7,500 are eligible for help from Medicaid's Early and Periodic Screening, Diagnosis, and Treatment Program (EPSDT). Yet, says CDF, an income of $7,500 provides a four-person family with only minimal food, clothing, and shelter—not with funds for major medical expenses. Further, CDF estimates that each year EPSDT performs only a fourth of the screenings needed by those children who are eligible for the program.

International Children's Art Contest Opens

The town of Hyvinkää, Finland, has announced its fourth international children's painting competition. Children aged 5 to 15 are invited to submit pictures, any method and size, on the theme "My Home District"—people at work, at home, or at play.

Pictures, with the artist's name, age, address, and home country tagged on the back and written on the front, should arrive by December 31 at 05800 Hyvinkää, Taidetalo, Finland. The prizes include medals and books. Entries become the property of the organizer.

What Subjects Do Students Like Best?

Drawing and reading are students' favorite subjects, according to a survey of children from six to 12 years old. The survey, done for the General Mills report, *Raising Children in a Changing Society,* found that the two sexes differed on their third, fourth, and fifth favorites: The boys liked math, science, and then music, while the girls liked music, math, and then science. □

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Research Clues

By JOHN H. HOLLIFIELD
Assistant Director, Center for Social Organization of Schools, Johns Hopkins University, Baltimore, Maryland.

As the heading indicates, the findings reported in this continuing feature are sometimes merely clues. No single study or series of studies should be considered to reveal a final answer.

Will student achievement increase if students are held accountable for oral answers to questions?

Yes, according to a study of 290 ninth and tenth grade suburban students. Students will achieve better on written tests requiring low-level (recall) and high-level (analysis) answers if they know they will also be required to answer the questions orally and be graded on those answers.

The nonorally accountable groups studied their lesson, answered written questions, and then participated (or didn't participate) voluntarily in a class discussion. The orally accountable groups, however, studied their lesson, answered written questions, and were then required to answer the questions orally in a class discussion session—and oral answers were part of their grade.

In this well-designed and well-executed experiment, the achievement results for the orally tested groups were much higher than were those for the nonorally tested groups. One reason might be that students at this age level are very peer conscious, and oral answering requires them to perform before their peers. Thus, for students in the elementary grades, the results might not be so favorable.

See Robin McKeown. "Accountability in Responding to Classroom Questions: Impact on Student Achievement." *Journal of Experimental Education* 43: 24-30; Spring 1977.

Does cross-age tutoring produce student achievement gains?

Yes, according to this study of a six-week cross-age tutoring experiment in reading. The experiment used 30 underachieving third grade students as tutees and 30 underachieving sixth grade students as their tutors. The tutees showed achievement gains in reading compared to a control group, and the tutors showed achievement gains plus enhanced self-esteem.

The sixth grade tutors used various materials to teach reading skills and worked under the guidance of a teacher. The tutored students received no other reading instruction during the study. The study is technically sound, and the results indicate that cross-age tutoring effectively increases the reading achievement of underachieving elementary school students.

See Barbara A. East. "Cross-Age Tutoring in the Elementary School." *Graduate Research in Education and Related Disciplines* 8: 88-111; 1976.

Does the sex of the teacher influence academic achievement of boys and girls in elementary school?

Not in any systematic way, says this review of more than 100 articles dealing with the subject. Boys seem to have more problems than girls have with achievement in elementary school, but the prevalence of female teachers can't be given as the reason, nor can placing them with male teachers be considered of any help. Many, many studies have failed to provide evidence that the teacher's sex makes a difference.

See Karen Vroegh. "Sex of Teacher and Academic Achievement: A Review of Research." *The Elementary School Journal* 76: 389-405; April 1976.

FOR YOUR INFORMATION

John Ryor, NEA President; Terry Herndon, NEA Executive Director.

NEA memberships and annual dues. Active, $30. Associate, $15. Paraprofessional, $15. Educational Secretary, $15. Student, $4.50 through Student NEA Chapters only. Retired, $5 (those retired before 9/1/73 continue at $2). Staff, $15.

For further information about NEA membership, write to NEA Membership Records, 1201 16th St., N.W., Washington, DC 20036.

Today's Education is a member of the Educational Press Association and the Magazine Publishers Association. It is indexed in *Reader's Guide to Periodical Literature, Education Index,* and *Current Index to Journals in Education.*

Can humor help student learning?

Yes. This study found that a lecture that includes humorous examples related to the concepts in the lecture helped students remember those concepts.

The study used 508 university students in 16 sections of an introductory psychology course. They received either a serious lecture or one of three versions of a humorous lecture. The students who received the humorous lecture in which the humor was related to the lecture's concepts were better able to recall them six weeks later. On a test immediately after the lecture, however, all students did equally well on comprehension and retention.

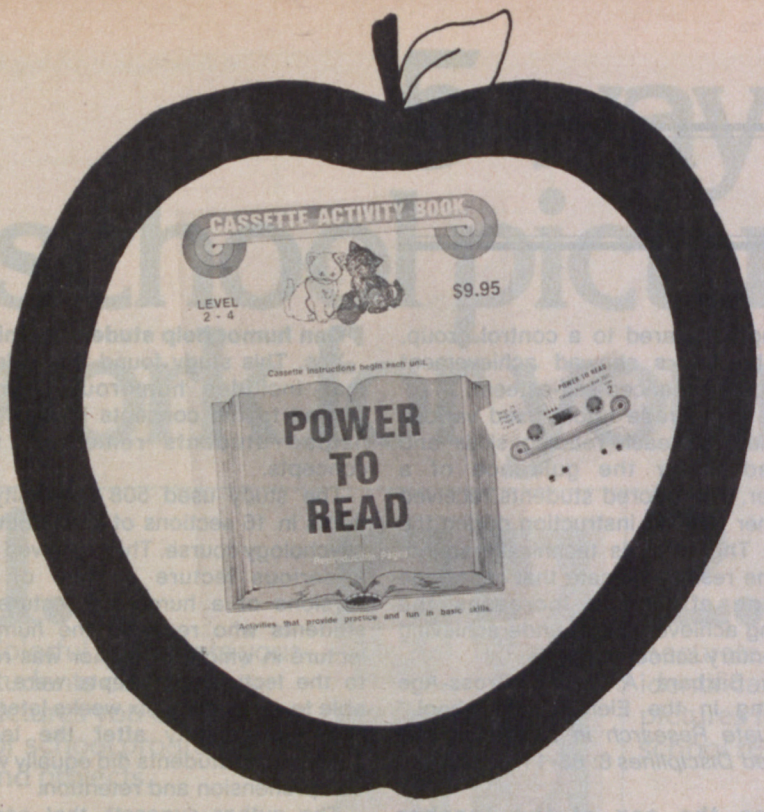
The author suggests that concept-related humorous examples serve as cues for later recall. However, extraneous humor (not related to the lecture concept) did not aid students in comprehension or retention.

See Robert M. Kaplan and Gregory C. Roscoe. "Humorous Lectures and Humorous Examples: Some Effects upon Comprehension and Retention." *Journal of Educational Psychology* 69: 61-65; No. 1, 1977.

Do the responses of elementary school teachers to boys differ from their responses to girls?

Not in this study of eight third grade classrooms in four elementary schools in a large city. Observers recorded how teachers responded to student answers to questions using the following categories: gives praise, confirms correct answer, gives no feedback, negates incorrect answer, criticizes, gives feedback on process, gives answers, asks another student, repeats question, rephrases question or gives clue, or asks new question. The researchers found that teacher responses to boys and to girls were not significantly different.

This study and the preceding review study of the possible influence of teacher sex on boys' and girls' achievement demonstrate how educational research may perform a service by eliminating certain explanations for educational problems. Although in general boys and girls do differ in mathematics and reading achievement, these studies indicate that the sex of the teacher and the teacher's responses to



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RESEARCH CLUES
(continued)

pupils' answers do not account for the differences.

See Judith L. Alpert and Barbara Hummel-Rossi. "Differences in Teacher Behavior Toward Boys and Girls in Third Grade Classrooms." *Educational Research Quarterly* 1: 29-40; Fall 1976.

Could year-round schooling reduce juvenile crime?

Definitely, says this proponent of keeping schools operating on a full-year basis. The premise is that idleness spawns juvenile crime and that summer vacations from school create crime-producing periods of idleness. Also, year-round schooling would accelerate the academic process and give students time to do remedial work and follow many unexplored interests. The type of year-round schooling that would most effectively reduce delinquency, according to the author, would be mandatory full-year attendance by all school-age students in a district.

The author's research evidence is sketchy, and year-round schooling with no long vacation interludes may be financially and politically unrealistic. Teachers, however, will want to think about how implementation of this concept might affect them.

See Mossie J. Richmond, Jr. "School as a Deterrent to Juvenile Crime." *Education* 97: 252-56; Spring 1977.

Will informal teacher-parent contact help student achievement and self-concept?

This study found no relationship between informal parent-teacher communication and the achievement and self-concept of 63 elementary school learning disabled children. The study was conducted over an eight-month period.

The authors note that we should not routinely assume that children will benefit from increased communication between parents and school personnel. The teachers and parents may develop greater understanding and respect for one another, but the children will—at least on the basis of this study—show no clear gains.

See Harris Gabel, Daniel Graybill, and Gerald Connors. "Parent-Teacher Communication in Relation to Child Academic Achievement and Self-Concept." *Peabody Journal of Education:* 142-46; April 1977.

Does fluorescent lighting make children hyperactive?

This teacher-run classroom

experiment found that substituting incandescent for fluorescent lighting in a classroom decreased the hyperactive behavior of the nine children in the classroom by 32 percent in a one-week period. When the fluorescent lighting was reinstalled, the hyperactive behavior returned to its previous level.

As experimental research, this study has many flaws: experimenter bias, no reliability testing of observations, small sample size, and no collection of real data after reinstallation of the fluorescent lighting. The results have implications for teaching, however, and teachers should be aware that fluorescent lighting, like food additives, is being researched as a possible contributor to hyperactivity in some students.

See Marylyn Painter. "Fluorescent Lights and Hyperactivity in Children: An Experiment." *Academic Therapy* 12: 181-84; Winter 1976-77. (Reported in *Education Digest*, April 1977.)

Do elementary school children view occupations as sex determined?

Executive, firefighter, and doctor are male occupations; nurse, kindergarten teacher, and homemaker are female occupations. The 270 six-, eight-, and ten-year-old children in this study definitely typed these and other occupations according to sex. Half the children were boys and half were girls, and they came from rural, suburban, and central-city schools.

There was no significant difference among the stereotypes these first, third, and fifth grade children held. The author suggests that schools and elementary teachers obviously are not helping to dispel sex stereotyping of occupations.

See Ruth F. Scheresky. "Occupational Roles Are Sex-Typed by Six- to Ten-Year-Old Children." *Psychology in the Schools* 14: 220-24; April 1977. □

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The Teacher and the Law

An association or union of public employees can charge "service fees" to nonmembers who benefit from collective bargaining agreements, the U.S. Supreme Court recently held. Such charges are applied for negotiations, contract administration, and grievance-processing purposes. Nonmembers, however, cannot be coerced into financing political campaigns or expressing political views undertaken by the union with which they do not agree. NEA filed an amicus curiae brief in support of the agency shop concept.

Ruling in *Abood v. Detroit Board of Education,* the Court held that an agency shop provision calling for payment of a service fee equal to union dues in a collective bargaining agreement between the Detroit Federation of Teachers (DFT) and the Detroit Board of Education did not violate the constitutional rights of nonmembers.

The major issue before the Court was whether the agency shop arrangement transgressed the nonmember's rights of freedom of association and expression protected by the First and Fourteenth Amendments because the compulsory service fee finances public sector union activities.

Some 600 nonunion teachers and counselors argued that the DFT was using their money to support "political causes" because it negotiated with a governmental employer. They sought declaratory and injunctive relief against the discharge of any teacher for failure to pay the service charge.

Arguing for the agency shop concept, NEA, in its brief, supported the constitutionality of the Michigan Public Employment Relations Act (PERA), which authorizes the agency fee arrangement. NEA noted that the purposes and structure of PERA parallel federal labor statutes concerning private sector labor relations and that therefore precedents in private sector labor law are controlling.

NEA argued further that union shop and agency shop agreements do not infringe upon freedom of association. NEA pointed out that employees who must pay service fees are not required to associate with anyone and that such payments do not violate freedom of expression since the agreement does not force employees to subscribe to any particular doctrine. If such an agreement "infringes at all upon First Amendment rights," the brief stated, "the infringement is marginal and outweighed by the important and substantial interests of Congress in insuring basic equity, labor peace and stability, and effective collective bargaining."

The Supreme Court's decision is consistent with the position taken by NEA in its amicus curiae brief. In *Abood,* the Court acknowledged that the provision for exclusive recognition in the Michigan statute carries with it the duty to represent fairly all members of the bargaining unit in negotiating and administering the collective bargaining agreement.

The Court ruled that parties to such an agreement in the public sector, as in the private sector, can decide to eliminate the problems posed by "free riders"—those who benefit from representation but do not bear their fair share of the costs. When the decision was handed down, NEA's Office of General Counsel commented, "We believe that the Court's ruling is a victory for those who believe that representation without taxation is inequitable."

Behind the agency fee requirement is the idea that when the majority of employees in a bargaining unit has selected an organization to represent the unit in dealing collectively with its employers, all employees, regardless of membership in the organization, should bear the costs of representation at the bargaining table and in enforcing the agreement.

In the private sector, the Railway Labor Act of 1926 (RLA), as amended in 1934, and the National Labor Relations Act of 1935 (the NLRA or the Wagner Act) authorized the negotiation of union security provisions in collective bargaining agreements. For more than a generation, the U.S. Supreme Court has upheld such provisions as a crucial factor in national labor policy.

Congress has enacted numerous laws mandating basic fairness in an effort to encourage labor peace and stability. Effective collective bargaining in the private sector is a basic public policy. To deprive the representative organization of the financial resources to bargain, administer, and enforce the collective bargaining agreement adequately would be contrary to the intent of Congress in regard to labor policy.

The NLRA provides that employers and unions in the private sector may agree to enter into one of three kinds of mandatory union membership agreements—union shop, maintenance of membership, and agency shop. These items are negotiable.

Under the union shop agreement, workers must join the union within a specific period of time after the employer hires them. Under a maintenance-of-membership agreement, all employees must be or become members after a certain time has passed since the signing of a collective bargaining contract. Prior to this time, they may renounce membership. Under the agency shop method, all employees must pay the same dues, but membership in the union is not required. This method is also called the "fair share" method. The closed shop (an individual must be a union member *prior* to being hired) and preferential hiring (an employer must hire only union members to the extent that the union can provide them) are illegal under NLRA.

NEA currently supports the passage by Congress of HR 777, which would amend NLRA to include state and local government employers. The present act exempts them from coverage.

Section 14 (b) of the NLRA allows states to restrict compulsory union security agreements. State legislatures may, for example, bar the mandatory union membership agreements by passing right-to-work laws. Some 20 states have enacted right-to-work laws. This section has been under challenge by private and public sector groups, including NEA.

In interpreting both the RLA and the NLRA, the U.S. Supreme Court has recognized that union security agreements enable collective bargaining agents to fulfill their statutory obligation to negotiate and administer collective bargaining contracts. Fees collected under these agreements cannot, however, be used to finance political causes which the employee opposes.

In several private sector cases and in *Abood,* the Court has, in fact, suggested remedies through which dissenters within the private sector can obtain relief from the use of funds exacted for political causes. One option calls for enjoining the union against spending for

(continued on page 23)

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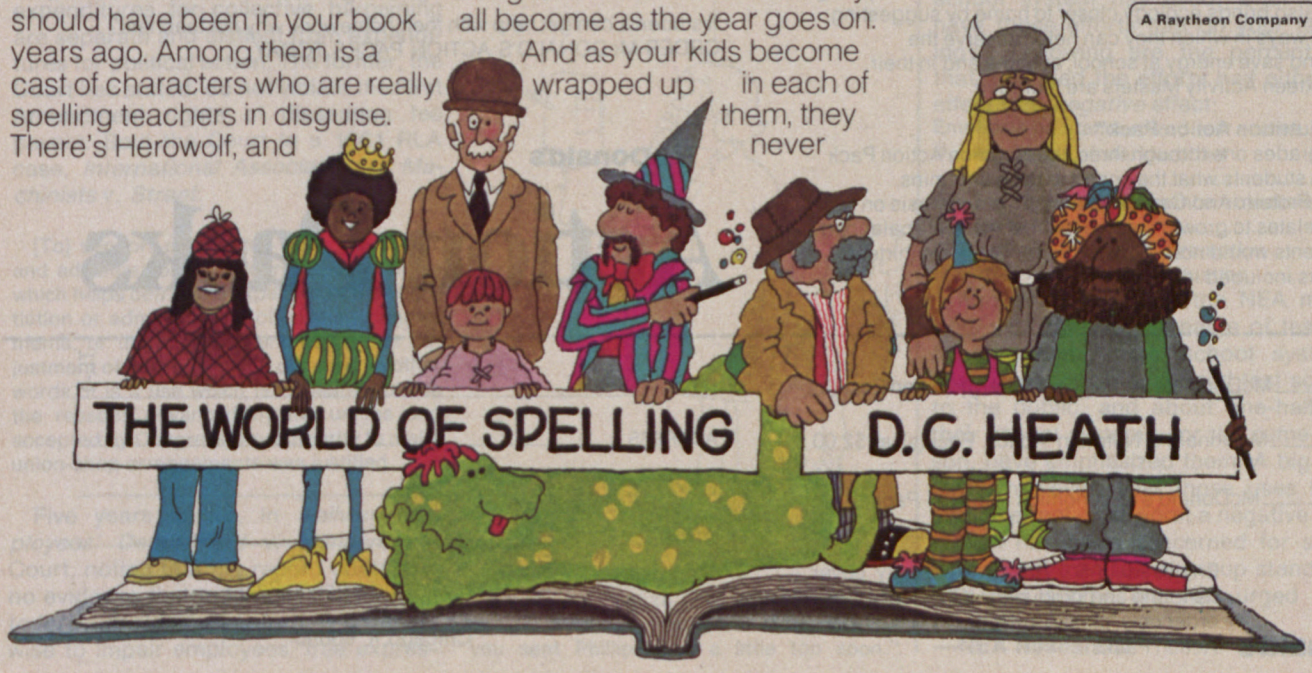

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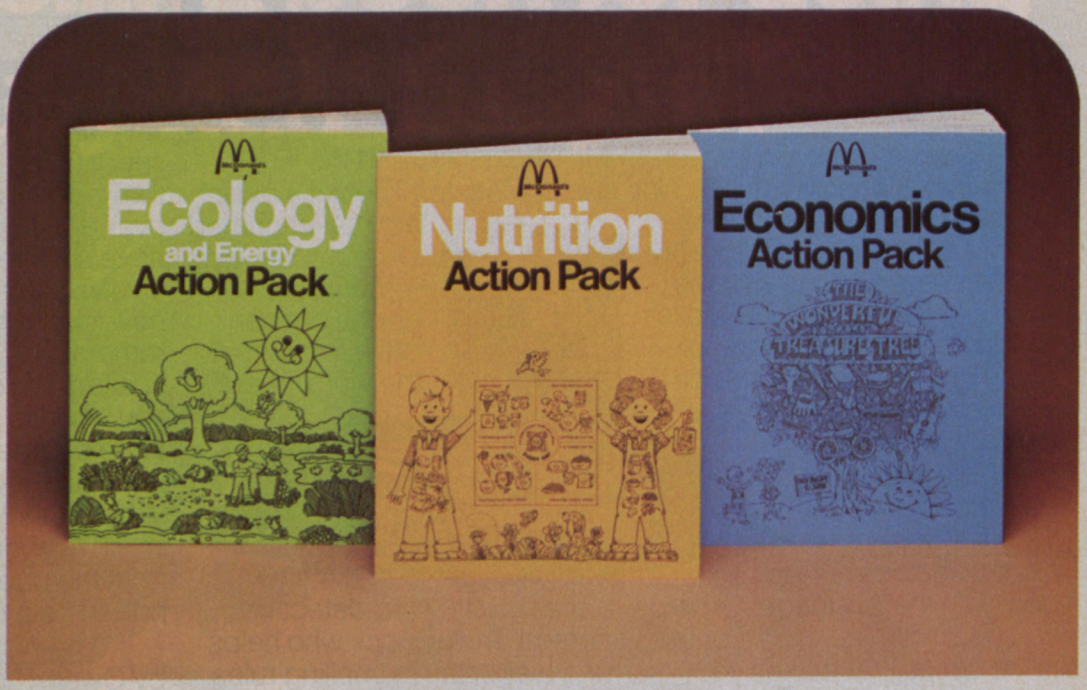

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"political causes" a percentage of each complaining employee's payment equal to the percentage of the union's total budget spent for such causes. The other calls for refunding to each complaining employee a percentage of his or her payment. This percentage would equal the percentage of the total budget expended for political purposes despite communication of the objection to the union.

According to *Abood,* the DFT had adopted an internal union remedy whereby a dissenting employee may protest at the beginning of each school year the expenditure of any part of the agency shop fee for "activities or causes of a political nature or involving controversial issues of a political nature of public importance only incidentally related to wages, hours, and conditions of employment." The teacher is then entitled to a pro rata refund of the service fee in accordance with the calculation of the portion of total union expenses devoted to the specified purposes.

In decisions concerning teachers, state and federal courts have approved the idea of exclusive representation by the majority organization. Some of these rulings have also upheld the practice of granting the bargaining representative such privileges as access to faculty mailboxes and bulletin boards for distribution of association materials while denying such access to organizations that are not bargaining agents.

The U.S. Supreme Court has held that expenditures for collective bargaining are separate and distinct from expenditures for political action. The former, the Court has stated, do not violate the First Amendment rights of dissenting fee payers. Said the Court in a 1961 RLA case, *International Association of Machinists* v. *Street*:

> [To] support candidates for public office, and advance political programs is not a use which helps defray the expenses of the negotiation or administration of collective agreements, or the expenses entailed in the adjustment of grievances and disputes. In other words, it is a use which falls clearly outside the reasons advanced by the unions and accepted by Congress why authority to make union-shop arrangements was justified.

Five years earlier, in *Railway Employees' Department* v. *Hanson,* the Court, noting that the record contained no evidence that union dues were used to force ideological conformity or otherwise to impair employees' free expression, recognized that "[i]f assessments are in fact imposed for purposes not germane to collective bargaining, a different problem would be presented."

Reflecting these decisions, the Court in *Abood* declared:

> We do not hold that a union cannot constitutionally spend funds for the expression of political views, on behalf of political candidates, or towards the advancement of other ideological causes not germane to its duties as collective bargaining representative. Rather, the Constitution requires only that such expenditures be financed from charges, dues, or assessments paid by employees who do not object to advancing those ideas and who are not coerced into doing so against their will by the threat of loss of governmental employment.

The High Court also indicated that individual employees need only oppose all expenditures that are unrelated to collective bargaining. To require such employees to make a specific accounting of these expenditures would confront them with the dilemma of relinquishing either their right to withhold support of causes or their freedom to maintain beliefs without public disclosure. It would also place on them a considerable burden of monitoring contributions by a union or an association.

—**Betty E. Sinowitz,** *NEA Teacher Rights.*

"While we realize it's difficult having a sick child at home, Mrs. Mote, we feel you sent Phillip back a little too soon."

Member Opinion Poll

Accountability for Teachers

Accountability for teachers is frequently interpreted to mean that teachers are responsible for student progress and, therefore, are answerable for lack of expected progress. The method most school systems have used to measure student progress is group standardized testing, even though standardized test scores are unreliable estimates of individual achievement. A more recent method has been competency testing, which can be of value in individual instruction if the performance objectives are clearly defined.

In a 1977 survey, NEA Research asked NEA members whether their school systems have based teacher accountability on standardized tests, competency tests, or even precisely defined objectives. In the following percentages, members indicated use of these methods:

Emphasis on standardized test scores	51%
Public release of standardized test scores	30
Precise student performance objectives prior to instruction	34
Competency testing for promotion and/or high school graduation	13

To assess member attitudes about the effects of those efforts, a second question was asked, "For those your school system has used, what effect have those efforts had on your teaching?" Following are the percentages that indicated the efforts had either *no* effect or a *negative* effect:

Emphasis on standardized test scores	65%
Public release of standardized test scores	75
Precise student performance objectives prior to instruction	34
Competency testing for promotion and/or high school graduation	48

Almost one-third of the NEA members said that, in the name of teacher accountability, their school systems have released standardized test scores to the public, and about one-half felt their school systems, for the same reason, have emphasized them. A big majority, however, said those uses have had no effect or at worst a negative one.

NEA has been concerned for some time about misuses of group standardized test scores and has urged their elimination.

—NEA Research.

Editorial

Integrating the Handicapped

It is difficult to avoid hyperbole in discussing the implications of the Education for All Handicapped Children Act of 1975 (PL 94-142). With this law and the civil rights guarantees of Section 504 of the Rehabilitation Act of 1973, the federal government has finally acknowledged that the rights of citizenship, including the right to equality of educational opportunity, are not confined to the able-bodied or defined by intelligence quotient or conditioned upon conformity to some vague standard of human norms and averages.

These laws, like the civil rights laws of the 1960's, have the potential to make our society more humane. They are long overdue.

This summer, the NEA Representative Assembly passed a resolution that supports the central requirement of PL 94-142: that free, appropriate public education in the least restrictive environment be available to all handicapped children.

It is important to recognize that the key word in this provision is *appropriate*. It is also important to realize that the phrase "least restrictive environment" does not automatically mean that all handicapped students will be mainstreamed. For some students, the least restrictive environment may indeed be the regular classroom—for periods of varied duration and for varied activities. But for others, depending on the nature and severity of their disability, the least restrictive environment may be a separate, protective one.

It will take knowledge and a rare degree of perceptiveness and sensitivity to make decisions regarding the appropriate placement of handicapped students. According to the law, such decisions cannot be made solely by central office specialists; they must involve teachers who are in close touch with the affected children. And, when placement in the regular classroom is a possibility, the decisions must involve the regular classroom teacher or teachers who will work with the students.

PL 94-142's challenge for the education profession is incalculable, as is its promise for those handicapped students whose educational needs have been neglected or ignored by the public schools.

If that challenge is to be accepted and if that promise is to be kept, the conditions set forth in the NEA resolution on this law must be met. (See the resolution on the next page.) It is a responsibility of the united teaching profession to assert its collective strength at each association level to achieve those conditions.

By **JOHN RYOR**
President, NEA.

Teachers must be ready to use whatever tools are at their command to ensure successful implementation of the law. These tools include negotiation where it is possible; public persuasion through the media, through coalition with concerned community groups, and through day-to-day contacts with parents; political action to elect state and local officials who are advocates of education, students, and teachers; and lobbying of state legislatures and local appropriating bodies to obtain essential funding.

Teachers can also make their voices heard through the HEW Outreach Program announced by Vice-President Mondale in his speech at the NEA Convention. The Vice-President explained that HEW will hold public meetings in school buildings, rather than in HEW offices, in each of its 10 regions. The meetings are designed, he said, "to seek the views of teachers in all areas of education—on changes in the basic laws, on regulations, on the timing of federal funds, on new directions we need to take in education." (As the dates and locations of these meetings are announced, NEA will inform its members in each region.)

All of us must make clear to the public that the concerns of teachers and the adequate education of students are inseparable. If classes are unmanageably large, if regular classroom teachers are improperly trained to handle this new responsibility, if students are inappropriately placed, and if special support staff and facilities are inadequate, students—*all* students—as well as teachers will suffer. And if there is simply not enough money available to implement PL 94-142, then its noble and humane intent cannot be fulfilled; rather that intent can be destroyed.

The initial federal funding authorization for PL 94-142 is grossly insufficient. This law has aptly been termed a promissory note that future federal and state appropriations can redeem but that the federal government is not presently obligated to redeem. The first-year funding authorization—5 percent of the projected national average per-pupil expenditure ($1,350 during 1976-77)—would contribute a mere $70 toward the education of each handicapped child.

The NEA will continue its effort to persuade the Congress to increase the federal appropriation and will assist affiliates in efforts to increase funding for education of the handicapped at the state level.

In support of effective implementation of PL 94-142, NEA is—

- Informing members of all legislative and administrative developments in this area through NEA publications. Information about the final Teacher Center Regulations will also be provided. These federally funded centers can be

major vehicles for the in-service training so essential to successful implementation of PL 94-142.

- Sponsoring several meetings on the subject this year. Four NEA Teacher Rights conferences this fall will focus on the potential for violation of student and teacher rights as the law is implemented. These will be held in Washington, DC; Louisville, Kentucky; Dallas-Fort Worth, Texas; and San Francisco.

Four conferences sponsored by NEA Instruction and Professional Development will help participants examine the instructional and in-service implications of the law. These will be held in Annapolis, Maryland; San Antonio, Texas; Las Vegas, Nevada; and Memphis, Tennessee.

- Making available an information package prepared by NEA/IPD through state association offices and UniServ directors.
- Mounting UniServ training programs to deliver timely information about PL 94-142 and its local organizing implications.
- Conducting a study of experiences that school systems in three locations have had as they have carried out the provisions of state laws similar to the federal handicapped legislation.The intent of the case-study report, to be distributed nationally early in 1978, is—

To give parents, the general public, and critics of the schools some understanding of the complexities of this new, untested kind of integration, of the difficulties teachers have to surmount in trying to meet the needs of *all* children, and of the kinds of support facilities and specialized training they need if they are to achieve educational benefits.

To assist local affiliates in establishing strong and reasonable bargaining positions to safeguard the teachers and students as school districts move to carry out the provisions of the federal law and regulation.

To provide teacher groups and school districts with practical examples of the benefits and limitations of placing handicapped children in regular school settings and of the pitfalls to be avoided in carrying out the requirements of the legislation.

I hope that the NEA effort in this area will be in the spirit of my message to the 1977 NEA Convention regarding the role of the teacher in our society. In my view, that role "is not to parrot the clichés of the current Administration or the community or someone else. The role of the teacher in a free and democratic society is to question everything, to seek answers to those questions, and to search for truth." □ →

NEA Resolution 77-33: Education for All Handicapped Children

The National Education Association supports a free appropriate public education for all handicapped students in a least restrictive environment which is determined by maximum teacher involvement. However, the Association recognizes that to implement Public Law 94-142 effectively—

a. A favorable learning experience must be created both for handicapped and nonhandicapped students.

b. Regular and special education teachers and administrators must share equally in planning and implementation for the disabled.

c. All staff should be adequately prepared for their roles through in-service training and retraining.

d. All students should be adequately prepared for the program.

e. The appropriateness of educational methods, materials, and supportive services must be determined in cooperation with classroom teachers.

f. The classroom teacher(s) should have an appeal procedure regarding the implementation of the program, especially in terms of student placement.

g. Modifications should be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate the demands of the program.

h. There must be a systematic evaluation and reporting of program developments using a plan which recognizes individual differences.

i. Adequate funding must be provided and then used exclusively for this program.

j. The classroom teacher(s) must have a major role in determining individual educational programs and should become members of school assessment teams.

k. Adequate released time must be made available for teachers so that they can carry out the increased demands upon them.

l. Staff reduction will not result from implementation of the program.

m. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.

n. Communication among all involved parties is essential to the success of the program.

Fact Sheet on the Education for All Handicapped Children Act of 1975

Since this federal law will become effective October 1, 1977, it is important both for individual teachers and for associations to be aware of its provisions. This fact sheet does not deal with the implications of these provisions.

Overview

Public Law 94-142 will become effective in the 1977-78 school year. Its primary goal is to provide free, appropriate educational opportunities for all handicapped individuals who require special educational services.

All individuals with exceptional needs who are three to 21 years of age and who require a special education program are eligible for services funded under PL 94-142. All such children ages three to 18 must be served by September 1, 1978, and all those ages three to 21 must be served by September 1, 1980. However, for handicapped children ages three to five and ages 18 to 21, this clause shall not be applied in any state where its application is inconsistent with the state's law or practice or the order of any court.

PL 94-142 makes the state responsible for ensuring that these services are provided. Thus, the standards of the state plan under PL 94-142 will apply to special education programs in other public and private agencies, as well as to local educational agencies.

The priorities of this law are to serve the unserved first, then to serve those most severely handicapped children within each exceptional type who are inadequately or inappropriately served at the present time.

Services

Each individual covered by the law is to have an individualized written instructional plan designed for his or her special educational needs. This plan is to be reevaluated on at least a yearly basis by appropriate professional personnel and the parents or guardians of the child. Programs should be developed so as to integrate the child into the regular classroom or regular school activities as much as possible. For those students for whom integrated programs are not appropriate, the individualized plan must provide for the necessary special day class or other appropriate specialized setting.

Records must be confidential for each child, with only the parents and appropriate professional personnel having access to private individual files.

Procedures must be established for ensuring parental rights for participating in the assessment, placement, and reassessment of their child.

The Local Educational Agency Application

In order to receive funding under PL 94-142, the local educational agency (LEA) must submit an application to the state education agency which includes several assurances: (1) The funds granted under this law must be expended to cover excess costs only (those which are above the average annual per-student expenditure for pupils served by LEA), (2) all individuals with exceptional needs in the jurisdiction must be located and identified as needing services, (3) a staff development program must be provided, (4) a time line for complete implementation (full service) must be included in the local plan, and (5) program evaluation and reporting requirements are met.

An LEA may apply for funds on an individual basis. Those LEAs that would receive less than $7,500 per year from this law, however, are required to enter into cooperative arrangements to provide the necessary special education services. Two or more LEAs may join together for the purpose of providing services and administration. The requirements for such a joint unit are the same as those for individual LEAs.

Funding

Funds under PL 94-142 are allocated to the state through the computation of a percentage of the national average per-pupil expenditure in public elementary or secondary schools multiplied by the number of handicapped children being served. (The children claimed for funding cannot exceed 12 percent of the statewide total number of children ages five to 17. Of the number of children claimed, not more than one-sixth may consist of pupils identified as having a specific learning disability.)

The percentage of cost on which the funding is based increases as follows: 1977-78: 5 percent of national average cost; 1978-79: 10 percent of national average cost; 1979-80: 20 percent of national average cost; 1980-81: 30 percent of national average cost; and 1981-82: 40 percent (maximum) of national average cost.

For 1977-78, at least 50 percent of the monies for each state must be allocated to the local educational agencies and up to 50 percent of the monies may be used by the state education agency (SEA), with a 5 percent limitation on administrative expenditures.

For 1978-79, at least 75 percent of the monies must be allocated directly to local agencies and up to 25 percent for the SEA (retains 5 percent limitation). The state and local money expended by the applicant agency cannot be reduced below the previous year dollar level. Each project must have at least as much state and local funding as it does federal.

The authorizations (the largest possible appropriation level) for the nation for PL 94-142 are as follows: 1977-78: $387 million; 1978-79: $775 million; 1979-80: $1.2 billion; 1980-81: $2.32 billion; and 1981-82: $3.16 billion.

In addition to the regular allocation described above, there is a special incentive grant of $300 per pupil for each pupil ages three to five who is served in a special education program.

Other Major Points

PL 94-142 requires the establishment of a state level advisory panel that includes parents, handicapped individuals, teachers, state and local administrators, and individuals who are involved in the education of the handicapped. This panel has responsibilities to advise the state education agency on unmet needs; publicize all regulations prior to their effective date; comment upon such regulations; and develop and report data and evaluations to the U.S. Office of Education.

PL 94-142 has as a goal the elimination of labels, particularly with regard to the development of individualized program plans. However, some categorization of pupils will be required for data collection purposes only. □

For further information about PL 94-142, write to NEA Instruction and Professional Development, 1201 16th Street, N.W., Washington, DC 20036.

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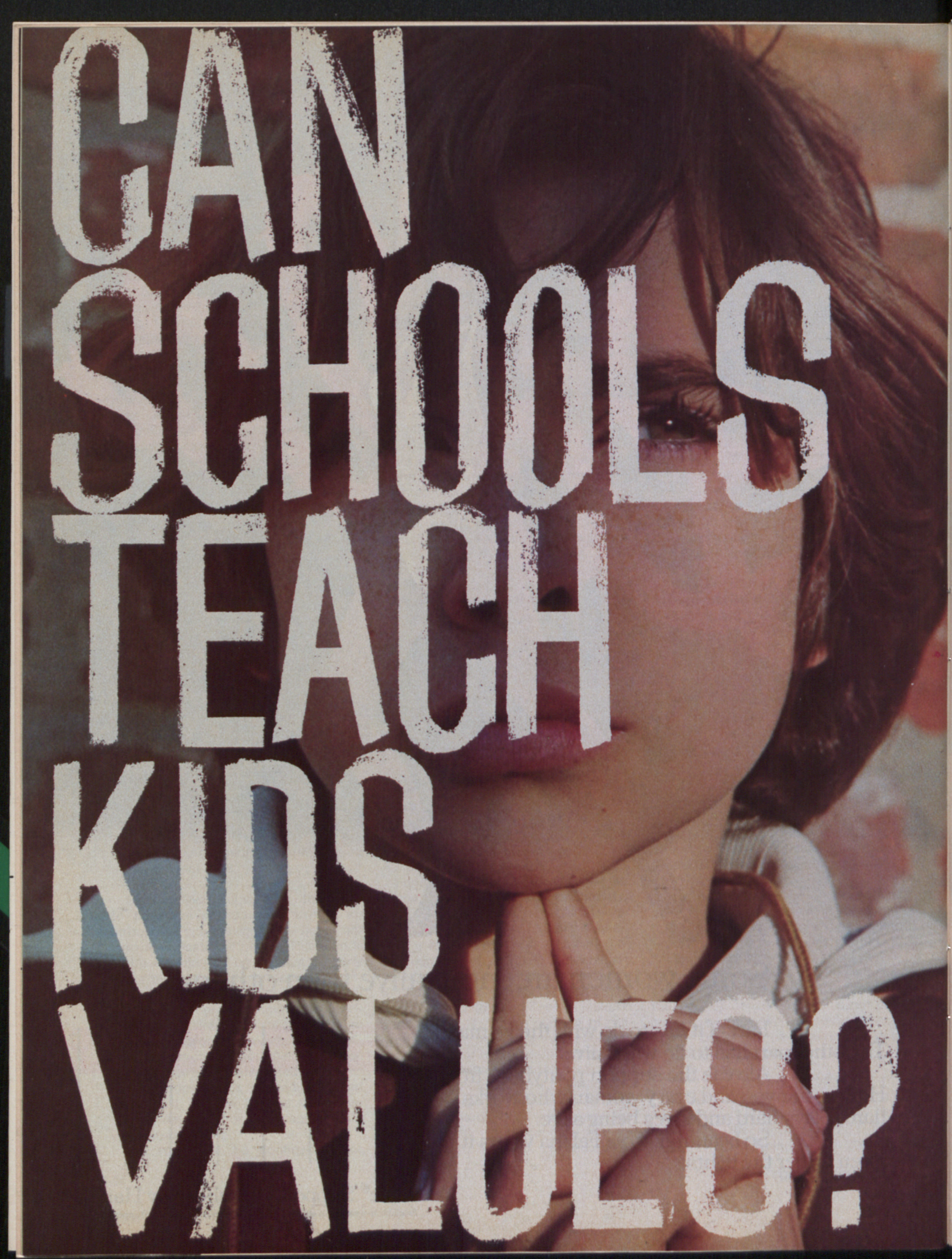
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Answer the following question:

Under what circumstances would *you* try to pass a toll machine without . . . paying the fee? . . .

_____ Only if I were certain that I would not be caught.

_____ If I felt I had a good chance of not getting caught.

_____ Never, under any circumstances.

_____ Only if I needed the money desperately, like for family food supplies.

Using such educational materials, often both somewhat provocative and somewhat inane (How likely is it that the patrolman would not notice the President until after he stops his limousine? How much food could money from a toll possibly buy?), teachers are trying to provide the hottest new item in post-Watergate curriculums: moral education.

A 1975 Gallup Poll of a random sample of adult Americans reports that 4 out of every 5 favor instruction in morals and moral behavior in the schools.

By AMITAI ETZIONI
Professor of Sociology, Columbia University, and Director, Center for Policy Research, Inc., New York City.

Behind the surprisingly broad consensus that schools need to provide more moral education is considerable disagreement as to what the nature of the problem is, what is to be taught, and how.

What parents, educators, and community leaders perceive as the problem moral education should address depends largely on their upbringing and whether their outlook on personal and political issues is liberal, conservative, or some mixture of both. Thus, many who term themselves conservatives are alarmed about the decline in religion while crime, sexual permissiveness, and rebellion against authority are on the increase. In contrast, many liberals identify as the nation's major moral defects what they see as a disregard for basic human rights and civil liberties, persistence of poverty, social injustice, and "exploitation by institutions."

Various groups use different cue words to signal their views regarding the underlying sources and appropriate remedies for the nation's ethical malaise. Thus, the American Bar Association refers to the need for "law-related" studies in schools, implying that the ethical instruction students require is in more respect for and obedience to the law.

On the other hand, the followers of Harvard's Lawrence Kohlberg favor the term *moral reasoning* (rather than compliance), which aptly conveys their view that at its highest level, morality is "creative," entailing the capacity to form and follow principles higher than the code of one's community. Thus, in a story used by Kohlberg and company to teach moral reasoning, Helga must decide whether or not to hide her friend Rachel from the Gestapo—clearly a violation of the law of that land, but an ethical act according to the "higher law" of conscience.

U.S. Office of Education officials, trying to sidestep the political booby traps risked in following one path or another, prefer terms such as *civic education, civic ethics,* or *citizen/moral education*—terms that presumably encompass some of everything.

It is impossible here to do justice to the plethora of educational philosophies, theories, and techniques competing with one another to shape how the schools are to take on moral education. Apologies to those whose favorite technique is left out in this brief Cook's tour.

• *Giving the Blue-Eyed the Blues.* Jane Elliott, a third grade teacher at Community Elementary School in Riceville, Iowa, came up with a method sufficiently imaginative and arresting to become the

subject of an ABC News documentary ("The Eye of the Storm") and a book (*A Class Divided* by William Peters). But few schools seemingly have followed her lead.

In 1968, Elliott wanted to teach her students the injustice of discrimination, but she sensed that just talking about the arbitrariness and unfairness of race prejudice would be too academic to have much impact. Her inspiration was to appeal directly to the kids' capacities for empathetic insight by declaring a day of discrimination against the blue-eyed. She began by "explaining" the innate superiority of the "cleaner," "more civilized," "smarter" brown-eyed. She moved all the blue-eyed to the back of the room to the tune of self-satisfied snickers from the brown-eyed. She then informed the blue-eyed children that they would not be permitted to play on the big playground equipment at recess and could only play with brown-eyed children if they were invited. Throughout the day she was conspicuously more tolerant of mistakes by brown-eyed children.

The brown-eyed lorded it over the blue-eyed, who soon showed signs of insecurity and loss of confidence. One blue-eyed girl, used to being popular, did poorly in class and walked around in a fog after being given the "treatment" by her erstwhile friends.

After reversing the roles, Elliott had every child write about how it felt to be discriminated against. Though to many adults the procedure may sound more than a bit heavy-handed, as far as the kids were concerned, the experience "took" and had a profound impact.

• *Moral Dilemmas.* A tamer method of moral education is discussion of "moral dilemmas." Thus, the students in a Pittsburgh junior high school started their civics class one Monday morning with a brief "moral dilemma."

Sharon and Jill were best friends. One day they went shopping together. Jill tried on a sweater and then, to Sharon's surprise, walked out of the store wearing the sweater under her coat. A moment later, the store's security officer stopped Sharon and demanded that she tell him the name of the girl who had walked out. . . .

(This dilemma appeared in Barry K. Beyer's article, "Conducting Moral Discussions in the Classroom," *Social Education,* April 1976. It is based on a story created by Frank Alessi.)

The teacher confronted the class: Should Sharon tell?

George: Sharon could say, "I don't even know her. I just walked in the store off the street, and I don't even know where she lives. I just met her."

Teacher: So what she ought to do is lie for a friend. Right?

George: Yah.

Teacher: What is going to happen if everyone lies whenever they feel like it, whenever it suits their convenience? . . . Peter.

Peter: If everyone goes around shoplifting, if someone goes and steals a whole bunch of things from somebody's store, then you go back to your store and see everything from your store missing, do you know what kind of life that would be? Everybody would just be walking around stealing everybody else's stuff.

Teacher: Mary Lu, do you want to comment about what he said?

Mary Lu: Yah, but everybody doesn't steal and everybody wouldn't, and the thing is that the store owner probably has a large enough margin of profit anyway to cover some few ripoffs he might have.

George: But the store can't exist if everybody is stealing, there are so many people, and it is getting worse and worse every day. . . .

What educators who favor this approach stress as important about such dialogues is that a discussion rather than a lecture takes place and that the teacher refrains from pronouncing his or her values and tolerates a free expression of students' viewpoints.

Also, they believe—and are backed up by some data—that such give-and-take improves students' awareness of moral issues, improves their ability to reason out moral issues, and leads to higher levels of moral reasoning.

The scholar most often cited by students of moral reasoning, Professor Kohlberg, suggests that children move from an amoral stage toward ever greater concern with the needs and feelings of others, a sense of justice, reciprocity, and equality. Children at first believe in doing what is right only because (and as long as) violations entail punishment or conformity generates pleasure. As their capacity for morality develops naturally with age and is developed by education, they learn to behave in ways that will gain the approval of others. Finally, at the highest levels, they come to understand the intrinsic virtue of being law-abiding and ethical.

Kohlberg argues, and to some extent has demonstrated, that it is useless to try to get children at the most primitive stage of moral development to understand principles or modes of reasoning at the highest level. At the same time, it is possible, through proper classroom dialectics, to help children move up one stage at a time in their levels of moral reasoning.

Kohlberg's critics maintain that the link between reasoning morally and acting morally is weak, that the focus on developing the cognitive side of morality neglects the affective side, the moral commitment. This, they say, is better achieved by more emotive techniques, such as setting examples to emulate, fostering identification of the child with educators, and encouraging the right values in the child's peer group.

One vainly looks for data to provide a definitive answer as to which approach is better, as this is a field in which rhetoric is abundant and facts extremely rare. Kohlberg, though, has more data to support his view than have his critics—which is not to say that he has much. In the end, it may well turn out that *both* emotional and

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cognitive development and education are needed.

In discussion groups conducted for 150 children, aged eight and nine, at Brentwood College in the United Kingdom, the children were told: "There are 12 in a lifeboat after a shipwreck. Four must go overboard if any are to survive." The 12 included a teacher, a scientist, a priest, an artisan, a child of eight, a dog, etc. Invariably the teacher went overboard, never the child, often not the dog. It is questionable not only whether one wishes group discussions to enforce such views, but whether one wishes to encourage children to accept the *implied* ethical notion that you do throw people overboard rather than go down with them and not kill. What is a child to learn from these extreme situations to apply to everyday life? That self-interest sanctions killing?

• *Values Clarification.* The main champion of this approach, Sidney B. Simon of the University of Massachusetts, has just about lost count of the hundreds of schools that have purchased the "values clarification" kits he and his associates have designed.

One such school is the William W. Niles Junior High School, a school with predominantly minority students, located in the Bronx. According to Claudia Macari, assistant principal for guidance, and Mildred W. Abramowitz, principal, one of the teaching techniques they employed went something like this:

Exercise one: "Write down 20 things you love to do." Pause. "Now that you have all made your lists, star the five things you love to do best of all." Pause. "Place a check after the things you love to do alone." Pause. "Place a cross after the things you love to do with other people." Pause. "Circle the things that cost you less than $3 to do." Pause. "Write the date of the last time you did each of these things."

Macari and Abramowitz explain that the purpose of having the students choose the five out of 20 things they like best is to make them aware of what it is they value. The whole idea of values clarification is *not* to instill or introduce any particular values, new or old, but to help students discover those they already have. Having to decide which 15 items to leave out, which five to include, leads the youngsters to an understanding of the concept of values, i.e., of the choices inevitably involved. Moreover, the theory stresses that "exercising" one's values via such paper-and-pencil exercises will help students hold on more firmly to their values. As with other facilities, so with the capacity to form and sustain values: If you don't use it, you lose it.

The other questions in this exercise aim at helping a person gain insight into what he or she values and why (e.g., Do you prefer to do things with others or by yourself? Do the things you like to do cost a lot of money?).

There are no right and wrong answers in values-clarification exercises. Any and all answers are considered "right" as long as one can give a reason for them. Asked whether a youngster might not therefore end up reaffirming "wrong" values, such as thievery, the designers of the approach reply, ". . . our position is that we respect his right to decide upon that value."

Critics point to this moral neutrality as a main weakness of the approach. Granted that preaching a code and testing students to see if they subscribe to it may well be inappropriate, ineffectual, or both, does it follow that teachers must imply that all values are equally valid? Others claim that it is precisely this principled amorality of the values-clarification package that is the chief reason for its popularity in the public schools, which are thereby protected from having to choose *whose* values to teach. At the same time, whatever directions for teacher neutrality the kit contains, each teacher is in fact free to lead the discussion of each exercise as he or she sees fit—and to decide just how neutral to be if confronted with a classroom full of 13-year-old Machiavellians.

Actually, it seems to me, few teachers can hide their feelings or views when issues such as abortion, women's rights, and injustice to minorities are discussed in the classroom. Body language, tone of voice, allotment of more time to speak to kids who have the desired answer, if not outright statements of advocacy, are sure to cue the class as to what side of the issue the teacher is on. Whatever limited teacher training comes with the moral education kits cannot hope to neutralize teachers' ethical feelings or put them completely out of view.

How can our schools be restructured to make them sources of ethical experiences?

Nor may this be as important as the advocates of the kits believe it to be. Pupils are exposed to a variety of views of different teachers, coaches, parents, peers; they can well evolve their moral positions out of the competing variety of positions they face, rather than in an artificial moral vacuum.

Several educators have empha-

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sized that schools "impact" children not only—and indeed probably not even primarily—via the curriculum taught in class, but by the way the schools themselves are structured. It has long been understood that children learn from their parents by emulation—as is acknowledged in the well-known saw of the parent who himself sets a bad example: "Do as I say, not as I do!" The same notion is applicable to the ethics taught in school: The way teachers, administrators, coaches, and other school officials interact with children teaches ethical values by example—or sets some contrary example of petty tyranny, hypocrisy, or see-no-evil mentality. These comprise the school's "hidden curriculum."

After talking to students, I find that the core of the hidden curriculum revolves around such subjects as grades, athletics, and exploitation of some students by others (e.g., extortion). School officials' attitudes and actions regarding these topics often do not convey the importance of standing up for ethical principles in the face of the pressures of self-interest or pragmatic expediency.

For example, in two schools in an Eastern state, administrators became aware that some minority pupils had formed gangs which collected a quarter a day in protection money from younger, mainly white children. For a long time, however, officials in both schools looked the other way. Why? Well, they said, they were afraid that an active effort to find out which children were in the extortion rings and punish them would open them up to charges of "police tactics."

Finally some gang members were caught in both schools. In one school, the principal sent the boys to the guidance counselor, who in turn handled the matter by asking them if perhaps their families were poor and badly needed the money. Upon establishing that they were "needy," he warned them not to extort money again.

The other principal's main concern was that it was a "no-win" situation. As he put it, "If we kick them [the extortionists] out of school, the black community will be up in arms, and we already have our hands full with everything from drugs to alcoholism to vandalism, etc." After being caught, the extortionist pupils were first suspended; then when minority parents protested, reinstated; then when white parents were outraged, sent to an experimental school; then when the minority parents charged "exile"—back to the original school. The principal felt no need to apologize for setting policy according to which group protested most at the time. The main issue, as he saw it, was not what to do about extortion or how his failure to do anything credible about it would affect the kids, but how to negotiate a political tightrope without falling into the vengeful hands of either set of outraged parents.

As for grades, they seem to have lost legitimacy for a large number of students. But at the same time, many students believe that nothing less than their life's fate hangs on getting into the "right" college—which in turn depends on having high grades. But since they see good grades as having little real meaning, they view what they do to get them as similarly unimportant. Thus, for quite a few students the notion that cheating on exams or term papers is a serious ethical issue is about as quaint as is the medieval scholastic debate over how many angels can dance on the head of a pin to modern theologians.

With sports, how seriously ethical issues are taken appears to vary with the sport; each sport has its own informal rules of fair play that range from just somewhat to a great deal looser than the official code. Two students who play tennis said that they did believe the assistant coach wanted them to play it fair, "gentleman style," but they were somewhat unclear how strongly he felt that way.

Basketball players told me that they are trained to keep a keen eye on the referee and push another player out of the way only when the referee is not looking, although "really digging your elbow into the other guy" is going too far. Football seems to be the focus of the most intense pressures to win—and hence the greatest temptations to win at any price. Football players expressed the feeling that the coaches want them to win any way they know how, short of pulling a face mask.

Traditionally, one of the major justifications for lavishing large sums of money on sports programs in the schools—especially competitive team sports programs—has been that athletics are "character-building." And indeed they very likely are—the question that needs greater attention, however, is, What kind of character are they building?

The hidden curriculum's emphasis on high grades and winning in sports suggests that grades and sports are still important tools for instilling the American "success ethic"; likewise, it would seem that stimulating the drive for success is still a major mission of the American school. The success ethic is scarcely very ethical, however, if it builds into its creed in school and afterward an attitude toward the meaning of competition and reward such as that conveyed by the oft-quoted motto: "Winning is not the most important thing, it's the *only* thing." Competition may well build character and be compatible with an industrious society. Unbounded competition, however, is incompatible with any ethical code or social order; it puts self above all.

Of all the approaches to moral education, the one that focuses on reform of the hidden curriculum is

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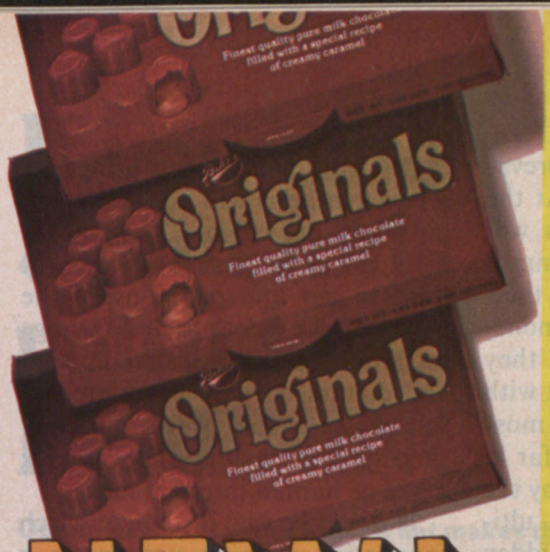
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likely to be both the most relevant and the most difficult to accomplish, because teachers and students are less aware of its moral implications than they are of the formal curriculum and because its roots lie in what the community values most. It is hence far from accidental that when Kohlberg tried to apply his ideas about how best to foster higher levels of moral reasoning in the schools, he ended up having to set up an experimental alternate school. (The school is run on participatory principles. Each pupil and each staff member has one vote and "no major decision or commitments are made without consulting the entire community.")

While this solution is entirely suitable to Kohlberg's experimental purposes, most of America is probably far from ready for such a radically egalitarian approach to the public school's authority structures. Most schools require reforms if they are to provide a just allotment of grades which pupils perceive as relevant, sports played to learn respect for rules (not just to win), the hidden curriculum as much as possible in line with what is taught in ethics classes.

The objection may well be raised that a school structured to produce more ethical youth would of necessity fail in its major mission of adequately preparing its students for later life. Such a view is especially likely to be espoused by those who believe that the American success ethic, though indeed subtler now than in its nineteenth-century form, still owes a lot to the unapologetic amorality displayed by Tammany boss George Washington Plunkitt, who, in defining what he called "honest graft," said "I seen my opportunities and I took 'em."

One could counter this criticism, somewhat stiffly and stubbornly perhaps, by steadfastly maintaining that the schools have a duty to educate their students morally—over and above whatever the prevalent societal standards are. At the very least, then the students will have some principles to compromise later on, and though their standards may fall, they may nonetheless not stoop so low as they would have if they started out with no such scruples. True, most schools cannot proceed very far in promoting values not shared by the community at large. Hence, ultimately, whether via the hidden curriculum or the conventional one, before the schools can effectively provide moral education, the surrounding society must care about morality and work to reform itself.

What is thus required now is for all concerned to get together to focus on the question: How can our schools be *restructured* to make them sources of ethical experiences rather than, as they too often are, training grounds for cheating, intolerance, coping with bureaucratic or arbitrary authority?

The present period seems especially opportune for attempting such a change. We are now in an era in which various elements of society have had to confront questions of ethicality, of how to formulate and move toward higher standards of conduct. The schools can act as either an accelerator or a brake on this ethical drive. □

Research for this essay was supported by a grant from the Humanities Division of the Rockefeller Foundation.

Reactions

Professor Etzioni has done a reasonable survey of the field of values/moral education.

He has been kind enough to values clarification, but I think he could have been gentler on Kohlberg and his associates, because what this world needs now is a sensitive synthesis of the many efforts of the well-meaning people working in the values/moral education area.

One of the major wellsprings for a new synthesis will be the human potential movement. This movement has made enormous contributions to our understanding of the power of our emotions and feelings to dominate our decision making and dictate how we negotiate our relationships and wend our way through the chaotic and complex maze of human interaction.

It would be well if some research foundation were to underwrite a massive research program that could select the best of the moral reasoning work, the best of the values clarification work, and the best work of all other branches of the movement to help in the search to make this a better world for all of us.

The truth is that none of us has the final answer. The time of taking potshots at each other is past. We should join together and build an ultimate program of values/moral education that will truly serve America's children. My experience indicates that you can't *give* them values but that you certainly can give them skills and tools and the beginnings of values, or what we call values indicators.

Human behavior will always remain incredibly complex, and ultimate solutions will always be ephemeral or downright unworkable—if not immoral. To find the best design for helping students clarify values, we will have to borrow the most useful elements from many branches of the human potential movement and, like good physicians, watch out for any dangerous side effects.

—**Sidney B. Simon,** *professor of education, University of Massachusetts, Amherst.*

Years ago everyone moralized. Home, church, and school shared in the indoctrination. Now, more and more of society looks to the school to solve the problems of moral decay and vanishing virtues—what Etzioni calls "our na-

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tion's ethical malaise." There is no doubt about the need; the only thing in question is the method.

Kohlberg's approach to moral reasoning and Simon's values clarification techniques are popular with teachers today. My concerns with Kohlberg's approach are the obvious ones. First, the dilemmas belong to someone else and are therefore unreal to students. Second, the fact that the discussions are intentionally open-ended and incomplete could be construed as subtle condoning of blatantly bad moral judgment. Third, reasoning ability is directly related to intellectual maturity and experience. Hence, discussions can confuse and frustrate the less mature students in a classroom.

Simon's values clarification techniques cause me similar concerns. What does a teacher do if a student reaffirms "wrong" values? Etzioni says few teachers can remain neutral. This was certainly true of me. I caught myself cueing students in some not-so-subtle ways: by changing facial expression, through tone of voice, in leading the discussion *my* way.

Teachers and schools are teaching values and ethics every minute of the school day—by word, gesture, appearance; by orderliness and classroom environment. What we expect and demand, what we praise and admonish show what we hold dear.

—**Albert J. George,** *social studies teacher, Burgess Elementary School, Sturbridge, Massachusetts.*

Our society has asked educators to help teach morals—something that has always been taught in the classroom. We can handle it.

Yes, Mr. Etzioni, "the schools can act as either an accelerator or a brake," and we teachers are in the driver's seat. The responsibility is tremendous: How and what we do and say has something to do with the type of ride the students will have. Will all students reach their common destination or will they get off before their stop? We must bring the vehicle to a sudden halt, regroup, restructure our destination, and then plot the necessary procedure for getting there.

—**Dean A. Chandler,** *social studies teacher, Penn Junior High School, Pittsburgh.*

It is understandable, and I believe not surprising, that a 1975 Gallup Poll found that 4 out of 5 adult Americans favor instruction in morals. What surprises me is that the educational "experts" are conceding that classroom teachers should undertake what I believe to be a crucial responsibility of parents: teaching their own children right from wrong.

I can feel comfortable with data that indicate we can teach moral behavior in the classroom, but has anyone thought to survey classroom teachers on whether they are prepared to take on a burden that I believe belongs to family and church?

Etzioni's article misses the real issue in the debate over moral education. The question is not Can schools teach kids values? as Dr. Etzioni suggests, but Should schools teach values? And the question should be asked of the fallible people who everyone seems to assume believe they should be doing it.

I would be much more comfortable being part of an organized effort to involve parents of school-aged children in parent effectiveness programs. I believe we teachers can play a productive part by supporting rather than taking over family and church responsibilities.

—**Jerry DeWan,** *social studies teacher, Methacton Senior High School, Fairview Village, Pennsylvania.*

Etzioni clearly intimates that schools do teach kids values. But how *well* do the schools do it?

The hidden curriculum of the schools that allows cheating and intolerance is really the unacknowledged standard of our society. We have to determine whether our schools should reflect our society or whether society should reflect morally and ethically sound schools. When educators face up to the latter, reform will begin.

In Pennsylvania we have adopted what we call the Ten Goals of Quality Education. One goal is to develop societal responsibility or good citizenship. Components of societal responsibility include concern for the welfare and dignity of others, respect for law and authority, and personal responsibility and integrity.

Recently I assigned my students a reading unit on societal responsibility whose purpose was to develop an awareness of the responsibilities a good citizen assumes. First, the students read about characters who displayed societal responsibility. Then each student wrote about how he or she fulfilled various aspects of such responsibility in life. Not surprisingly, these 300 junior high students gave strong indications of moral responsibility.

Certainly, if our young people can base their daily actions on right principles, then the schools and communities that try to nurture these principles must not allow hidden or written curriculums that tolerate any less than our highest principles.

It has been said that human history becomes more and more a race between education and catastrophe. Educators must honor their personal commitment to the future and lead the way toward higher standards of conduct. No longer can we afford to turn our heads.

—**Norma McLean,** *reading specialist, North Penn School District, Lansdale, Pennsylvania.*

An overcrowded schedule prevented Dr. Kohlberg from accepting our invitation to react to the Etzioni article.

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What About Moral Sensibility?

We know a lot about the conflicts that go on in a child's mind as he or she struggles to make sense out of family relationships—sibling rivalry and various complexes. We've given children credit for enormous subtlety of thought as they struggle with their mothers and fathers and brothers and sisters.

But what about the ways children think about elected officials? What about the ways children come to terms with the nature of our political and economic and social systems? Do we know enough about that?

Consider the son of a wealthy Florida grower I met in 1965 when I was studying the migrants who worked there by the hundreds for the grower. That summer, as I worked with the people who worked for him, I got to know his family, a Methodist, law-abiding family. The mother was a teacher; the father came to Florida from Michigan after the Second World War and acquired a fortune by his own efforts. They had a son 10 years old.

Months before I met them, the boy had taken to riding his bicycle away from home and had made friends whom he had not told his parents about. The parents found out about them from the school.

In English class, the boy had said he was upset with the growers of the county because they were mean to the migrants. The teacher was surprised, and she took issue with the boy: Why was he so hard on growers, especially since his own parents were growers?

He wasn't singling out his parents, said the boy, but the growers were mean, and the migrants should live better. One day, he said, the migrants would leave, and then the growers would find out who was making their money.

The teacher told the principal about this; the principal called up the parents and said he didn't want to alarm them, but their son had been saying things that were confusing and irregular, to put it mildly.

The father took this up with his son. The boy said he was upset by what he had been seeing on his father's land.

And what had he been seeing? Extremely poor people, living in housing that didn't necessarily have electricity. The sanitation was not beyond description, but beyond imagination, perhaps. And the boy knew how he himself was living and could see the difference.

When he pointed this out to his father in his hesitant, frightened way, the father said no one had to work there who didn't want to. This was a free country, and the migrants could leave.

They were very poor, said the boy. Where could they go? Innocent question. Who but a child would ask such a thing?

Anyplace, said the father. This is a free country. There's no need to feel sorry for them, because anyone in this country can get work and then make of life whatever he or she wants to. They could become growers.

The boy listened and said yes. He went to some of the migrant children he played with and told them that they could live wherever they wanted and that they could become growers. The children were skeptical.

A month or so later, about the time I began to know the family, the boy again made a statement in class, a stronger statement. He talked about a house that he had been in, the house of a migrant friend of his. He said he felt sorry for migrants because they were getting a raw deal in this country, and there was blood on the hands of many of the growers because they were the ones who employed these people. (Until 1967, no migrant workers were covered by the federal minimum wage law, and agricultural laborers are still not covered by the National Labor Relations Act, which means that employers are not legally required to bargain collectively with them. So migrant workers do, indeed, live the most vulnerable and impoverished lives in the United States.)

The teacher again spoke to the principal, who then recommended to the parents that the school psychologist be involved. The psychologist talked to the boy to find out why he was talking about blood on the hands of growers. She decided that it was because the boy had a problem at home. What else would she decide, she being in that box, too—she and I and all the rest of our profession?

Some authorities would tell us in a case like this to persevere, to wait

By **ROBERT COLES**
Research Psychiatrist to the University Health Services, Harvard University.

and no doubt the child will outgrow this, as we hope our children will outgrow so many other things that embarrass us. The boy's parents decided to consult their own doctor.

Lo and behold, the doctor said the boy was going through a stage, which would ultimately yield to another stage. Take it easy, he counseled, don't react, because bearing down on the boy might make him even more difficult.

The teacher-mother found this congenial advice, but the self-made father would have no truck with it. One doesn't yield to obstacles, one overcomes them. He did yield, however, to his wife—he gave her a month.

She took the boy aside and said, "Look, there are many friends you can have. There's no point going over to those houses. You are embarrassing those children who have other things to do. You're cutting down on their income, because if they play with you, they aren't working."

The boy wanted to know why they should be working anyway. They wanted this work, his mother reassured him.

When the boy went back again, one of his father's foremen caught him. This time his parents arranged with the doctor to see him in a friendly way once a week.

When the doctor asked why he kept going to the migrants' houses, the boy said some of those kids were his friends, and he was going to keep on going there. The doctor told the parents that perhaps this boy needed—guess whom?—a psychiatrist.

The parents confronted the child with this, and he got on his bike and ran away. Oh, he was found later in the day, but he did run away from home. Now he really was in trouble. He was clearly "disturbed."

They took him to Palm Beach, where the psychiatrists live and have their offices.

The American child psychiatrist decided that the behavior of this American 10-year-old, fifth grade boy, twice a source of alarm to an American schoolteacher and the principal of an American school, had to do with a family conflict, that he was rebelling against his father's rather stern manner and his father's insistence that he would ultimately carry on the flourishing family business.

This was a problem, because the boy insisted he wanted to be a doctor and work among the poor, especially in Vietnam—remember Vietnam?—where a lot of people were being hurt, as he had seen on TV. This boy was concerned not only with migrants, but even with people who were being injured in Vietnam.

For two years, once or twice a week, the boy went to the psychiatrist. At 12, in 1967, the boy was no longer seeing the doctor.

In 1976, as a college student, this boy worked actively for Ronald Reagan, no less.

Here, then, is a healthy, well-adjusted college student working on this former actor's behalf for the Presidential nomination. Now, that's an American story. It ought, I think, to confront us with something about our country and ourselves and our professions, yours and mine.

Here we have an ethically sensitive boy whose moral sensibility moved him to think of others. For vividly expressing his compassion in school and at home and in a doctor's office, this boy was regarded as "troubled" and in need of what we so euphemistically call "help." The teacher didn't need help, the principal didn't need help, the parents didn't need help, the psychologist and the doctor and the psychiatrist didn't need help. No, the boy needed help. And he got it. He got over his problem and is now a well-adjusted youth, well on his way to being a prominent member of the adult world.

Special Feature on Values

(continued)

He doesn't feel the conflicts now that he did at 10. He is a normal person. He doesn't blink when he sees those shacks on what is now becoming his land, his father being sick and ready to turn it all over.

He knows how to "cope"—for example, with his own conscience—and that's not all. He's learned something about the institutions of this society. When he was nine and 10, he learned that schools are not only places where one learns, but places that reflect "the prevailing powers and principalities," and he's learned to cope with them, too.

To get along and get ahead, then, one learns to cope with something teachers and doctors should be enormously interested in studying and propagating: a sense of ethics, social conscience, what William James called "moral sensibility."

Why aren't psychiatrists studying that? Why doesn't Dr. Spock spend more time with moral sensibility instead of just telling parents how to ease up sometimes on their children so they are not burdened with guilt? Why don't we wonder why there's so little guilt around?

Is our job really to attenuate people's guilts, or would it be a better world if some of us were a little more guilty and worried and conflicted? So many of us are interested in the resolution—slippery word—of conflict. How about stimulation of conflict? Sensitivity groups, EST, all these hucksters tell us what to think and feel, try to make us cool and collected.

And what is the result? An ever-rising incidence of malignant self-centeredness. The endless dwelling on one's own feelings and fantasies characterizes too much of the pop-

ulation that's called privileged in this society.

What we might be better off with in this country is more inner conflict, more conflicted and anguished people. Remember Abraham Lincoln in anguish? How fortunate this nation is that he wasn't sent off to some group sensitivity session to get over it.

Now the psychohistorians tell us Abraham Lincoln was depressed. Well, he should have been, and a few more should have been who weren't.

Something is wrong with a society whose members are endlessly preoccupied with feeling better, rather than obsessed with making the world better. It wouldn't be bad if we had a few more obsessions—those things we're all trying to get rid of—and if some of us began to think it's important to sacrifice, to struggle, to be in conflict within a society that is itself in conflict, to know pain, even the pain of others, and be moved to struggle on behalf of others. Why should we listen to those who tell us we should get over all our conflicts and become quiescent and well-adjusted?

In the South in the early 60's, the students in the civil rights movement, black and white, took up the task of making that region free. Some of the more "enlightened" judges sent those students for psychiatric observation, calling them "delinquent," "sociopathic," "troubled young people"—because they dared protest, because they carried out what they considered was the responsibility of educated young Americans.

The least we can do is honestly acknowledge what it is that comes to bear in schools and in homes and in offices upon those whom moral conflict may move to dissent, to social criticism, or simply to make a friend or two unexpectedly.

What makes children learn what not to remember, when to stop paying attention, how to cope, how to get along? They learn to make do and give the expected answers. If an adult's eyebrow raises or an adult shows a twinge of alarm when a child says something unconventional or controversial, that child learns to stop saying it.

Many children have been told, even before they start school, what not to talk about. They learn in many classrooms, too, through the books and through signals.

Do we in my profession call this "repression"? People like me are called on and listened to as long as we confine our remarks to children's involvement with their mothers. At one time Freud was dismissed as sex-obsessed, but now we're happy to be sex-obsessed. We're much more frightened of anyone who tells us, "Take a look at that grower and the migrants and the disparity" than of anyone who says, "Let's look in that bedroom."

We learn from the psychiatrist's records that because the boy was possessive toward his mother and hostile toward the father (dreary, predictable formulations), he chose a pathway of revolt for a while—and how poignantly empty that knowledge is.

We talk about repression of conflict, but of which conflict? Oedipal, yes, we'll study that endlessly. But why not think about other kinds of repression—of the ways children learn to repress a sense of fairness, social justice, concern for people different from themselves; of the ways they learn to stop asking why? "Why do I live here, and she lives there?" "Why did this happen in the world?" "Why are we going through this?" Why aren't we answering these questions?

I think it is important for our children to understand this society and how it works, to take the Sermon on the Mount in all its concern for the poor and make it part of their everyday lives, at home and in school and in the Scouts. Even in the Little League—and it wouldn't hurt the Little League.

A child may bring that kind of sensitivity, thoughtfulness, yes, judicious indignation to school. I hope it will be welcomed, applauded, enhanced with a teacher's response, and given to other children. We should be haunted by that child, by all children all over this nation who have been listening and watching and taking note of all sorts of things: of a President's deceit and dishonesty, of injustices and the way people suffer. We should be haunted, too, by the way children take note of why they should begin to forget those things.

Wouldn't it be nice if, in schools, every time a child begins to show some anguish caused by compassion or moral conflict, we joined with that child and maybe even encouraged that child because of our own honestly acknowledged conflicts? Even the teaching of arithmetic and English, those basics, can be made vivid and concrete and terribly significant to children if they are connected to the everyday moral and ethical dilemmas all of us struggle with as citizens. Children should be able to have those questions treated with respect and concern in social studies classes and civics courses. Teachers should be free to discuss real ethical questions without having to fear offending somebody important. Teachers should be free not to repress, or even resolve, children's ethical conflicts and their own; not to soothe and adjust themselves and their students but to explore questions and look for answers. And teachers—and doctors and all of us—should use that freedom to the full. □

This article is a condensation of a speech Dr. Coles gave at the NEA National Accountability Conference in Washington, DC, in March of this year.

Reactions

I'd like to respond to what Dr. Coles said about two subjects—critical questioning and the value of conflict. Encouraging children to formulate critical questions is one of the most valuable things education can do. Only through critical questioning can students arrive at answers which are valid to them.

I try to encourage students to question critically through a unit in my course on the history of the Pacific Northwest. Using historical, political, economic, and sociological information about the growth of one town, the students construct a series of maps showing an ideal development of that particular town.

As they proceed, they deal with such questions as—

- What factors influence where a town begins and develops?
- How does geography compel people to do one thing rather than another?
- How do individual and group relationships create harmony or discord in community development?
- What outside factors influence decisions made on the local and regional levels?

This is one way I try to teach children to come to grips with some of the questions Dr. Coles is raising. There is no single right way. In general, however, the individual must first understand his or her own position and then relate this to the positions of others. The final step is to make the adjustments necessary to establish harmony and understanding.

I agree with Dr. Coles that to perceive conflict as bad and destructive is ridiculous. The feeling that absence of conflict leads to harmony is tragically confusing: It in fact leads to self-centeredness and misunderstanding.

Our task should be to discuss openly the nature of critical questioning and of conflict and to encourage people to face them rather than run and hide from them. Conflict can bring out the best in people if they face it and deal with it.

—**Fred N. Holmberg,** *social studies teacher, Meriwether Lewis Junior High, Vancouver, Washington.*

Because our society is so complex, making schools sensitive to the needs of children is difficult. Many people have forgotten to be human, to follow instincts. I remember one 19-year-old boy who was placed in my class. His records showed that he had had all types of counseling and that he was "incorrigible." One day he seemed particularly concerned with the difficulty of an assignment; I could see an explosion coming. At that instant, I forgot to be anything but a mother (I've had four children of my own). As I leaned over to help him, I put my arm across his shoulders. He winced at the touch, but after that I never had an ounce of trouble with him. He felt that my touch was an act of caring.

Children today need some special kinds of learning—but that can cause conflict. In my school, we tried to set up courses on present and future problems. People suggested such topics as euthanasia, birth control, science vs. religion, values, and the effect of the machine on man—but the suggestions went no further. Infuriated parents called the principal, went to the school board. They did not want their children dealing with such issues, although at 18 (maybe even before graduation), these children would be legally responsible, voting adults. Claiming to want what is best for young people, adults refuse to let students prepare to deal with a future we won't be around to deal with ourselves.

Maybe such parents don't want to face the questions their children might pose to them outside of school, questions which might raise doubts about the way they live or the kind of people they are.

Even some educators feel threatened by change. It might involve a whole new way of doing things—even a chance of failure. Many prefer feeling secure, teaching the old in the old way, not getting through to students and blaming it on the times.

Some others stifle their creativity even though they would like to try some new things. Because of narrow evaluation criteria, they are in real danger of losing their jobs if they are not successful the first time. How much can education move ahead when teachers have no right to try and fail in order to come up with tested and constructive changes?

Other school conflict concerns books. Committees of well-meaning citizens demand that books that contain bad language be removed from the shelves. They hardly consider the content, because they believe there is no reason for young people to read such words.

Yet such books may give a realistic picture of poverty, filth, degeneration of morals in this country. How can these things be spoken of realistically in language that is euphemistic? Does using "nice" language to describe them make them any better? It only dulls the impact of the real horror and so allows the reader to treat the situation lightly rather than thoughtfully. This kind of censorship is another form of escape from reality.

Many recent articles praise students today for being less defiant, less upset with the establishment. The authors don't seem to see that they themselves are letting the system control them; they are accepting this control and encouraging youth to do the same—a course that will lead to death of freedom.

At the same time, people complain about students' cynicism. Over the years many students have

come to me and asked, "Why didn't so-and-so get the award today? You know he deserves it. I think it's because he always says what he believes, not what the teachers or the administration want to hear."

One student who had been suspended returned a changed person, according to the administration. He came to me and laughed. "You know, I haven't changed; I still feel the same way, and I hate unfairness. But I have learned one thing: It pays to lie and say you understand so you can get back in school and get your diploma!" What could I say to that?

Yes, the schools are in conflict, torn between various realities. In many cases, we teach students to cope by desensitizing themselves to problems around them—yet we condemn society for being apathetic. Somehow we have to get together and wrestle with the problems, try some changes, be willing to risk some failure. Perhaps we can work out, in some schools at least, a more realistic type of education that prepares students to experience life and deal with it, not escape into a world of boredom.

—**Alice Perine,** *English teacher, Middlebury High School, and immediate past president, Vermont Education Association, Middlebury.*

Young people have many questions, and the classroom is the most logical place to explore them. For 20 years I have tried in my classrooms to develop independent thinkers, aware of their own worth and that of others.

At the beginning of my third year of teaching in a northern inner-city school, one mother introduced her five-year-old son to me by saying, "Ms. Wilson, I just want to warn you that my child is weird." I understood that this probably meant he was unique in his perceptions of the world around him. Gradually I realized the child was brilliant. He questioned everything and demanded answers. His interaction with other children was exciting.

Once a visiting group of teachers ended their tour in my classroom. One of them walked up to this child and said, "You're a smart little colored boy." He thought a minute; looked at the teacher; looked at himself; and said, "I'm not colored, I was born this way."

This child's ability was "discovered." All through grade school and high school he was guided into the "best" classrooms, and his curriculum choices were well monitored. His teachers could never use his cultural background or his poverty (what's called "cultural deprivation") as an excuse to ignore him. But I wonder what happened to my other Jane and John Does.

Later when I moved to Colorado, I found myself assigned to a school where I was the only black person on the staff. At first the parents were hesitant about leaving their children in my care. They often stood outside, peering in the classroom windows.

This was during the heat of the civil rights movement, and the children wanted some questions answered. Why did they see on TV people just like their teacher being refused the right to have a cup of coffee anywhere they chose, being refused the right to attend a school of their choice, being refused the right to vote without harassment? More important, why couldn't they themselves get any answers at home?

Those children saw something else on TV that shook the foundations of the way they perceived the world around them. They saw white people putting their lives on the line for what they believed in, and they wanted to know why.

We truly had social studies then. The children raised the moral consciousness of their parents and the whole community. I had walked into that school under a cloud of suspicion, distrust of my competency, fear. Two years later I left knowing that parents respected me and wanted their children under my tutelage. None of us will ever be the same. We touched each other's lives and shared each other's experiences.

I next accepted the most exciting and challenging teaching position yet, in Berkeley, California. I decided to prove that all children can be successful if they pool their resources for the good of all.

This school district was dedicated to the idea that genius comes in many forms and all colors. The school overlooked the campus of the University of California. A Nobel prizewinner's child was in my class. So were the child of a domestic worker, an attorney's child, the child of Japanese parents who had been incarcerated during World War II, and children whose parents were unemployed.

In my kindergarten class, the first thing we established was pride—in oneself and one's fellows. No one was ever finished with work unless the group was finished. We each had to help the others so that the group functioned in top order. The children taught one another and took turns cooking breakfast. Social change was a part of their daily lives; migrant workers' problems were a part of the breakfast conversation.

I now live and work in Oak Park, Illinois. The school board policies include a human dignity statement which is on its way to being carried out under the direction of a sensitive superintendent and staff.

All I can say is, "Here we go again!" Watch out, children. Watch out, community. You're in for the most exciting, educationally stimulating experience of your lives. No one says it's going to be easy or painless, but it's the only way we can be free.

—**Bette Wilson,** *project assistant, Title VI, Oak Park (Illinois) Elementary District.*

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An interview with Alex Haley

In Henning, Tennessee, in the 1920's, Cynthia Palmer spent her summers with her sisters, Viney, Liz, and Til, and her cousin, Georgia. Most evenings they sat on the front porch and reminisced about their ancestors. Seated with them and listening intently to the family narratives was Cynthia's grandson, Alex Haley.

Among the things Haley remembers from the stories are the names "Chicken George," "The African," "Uncle Mingo"; a place called "'Naplis"; a river, "Kamby Bolongo"; and a guitar called a "ko." The idea for Haley's most recent book, Roots, *came from these reminiscences.*

Haley's writing career began when he became the first Chief Journalist of the U.S. Coast Guard, with which he served for 20 years. Later, he worked as an interviewer for Playboy Magazine. *His first bestseller,* The Autobiography of Malcolm X, *was published in 1965. He spent the next 12 years working on* Roots.

Delegates to NEA's 1972 convention were privileged to hear a first-hand account of Haley's search for his past. Following the talk, the NEA Council on Human Relations honored him for his contributions to cultural and racial understanding. At the NEA's 1977 Representative Assembly meeting, Haley received an NEA Committee on Human Rights Special Award, and, after speaking to the Representative Assembly, he was presented a plaque by the NEA Black Caucus "in recognition and appreciation of his masterpiece, Roots."

Recently Haley, while visiting the NEA Center, was interviewed by NEA Vice-President Willard McGuire and Marian S. Clayton, a staff representative of Today's Education.

What was your purpose in writing *Roots?*

Actually, I didn't have a purpose in mind when I began this project. I was simply curious about stories Grandma and others of the family told me years before.

When I first heard the stories, I was a little boy and I didn't associate the people my relatives were talking about with those who had gone before us. But I heard the tales so many times that I learned them, much as I learned parables from the Bible. I suppose I equated "Chicken George" and "Ol' Massa" with David and Goliath.

Some years later, I went to the Archives here in Washington and checked the census records. There, on microfilm, were the same names Grandma and the others had talked about. My curiosity led me into further research and eventually the writing.

So you see, I was *drawn* into writing this. I didn't just sit down to write a book with a purpose.

Some critics say *Roots* may be detrimental to racial harmony. What do you think its effects may be?

I see nothing detrimental to racial harmony in it. I view *Roots* as one of the most positive things that has happened not only to Blacks but to all Americans if we understand it in the context in which it was written.

Consider that for generations all of us in this country, and other countries as well, got our images of Africa largely from Tarzan and Jungle Jim movies. It's interesting that no one ever said these were detrimental to racial harmony.

It's true that the book negates the Tarzan image of Africa, but the TV adaptation showed little of African life. On the other hand, cruelties in slave quarters were a major part of the drama. Wouldn't a greater emphasis on African culture have been more helpful in making everyone aware of the Black heritage?

Well, I was involved in the filming from the beginning, and that was the most anguishing decision we had to make. The problem was that we had just 12 hours of film time—an unprecedented amount, but still only enough to tell a part of the story.

I wanted very much to use the story of Kunta's first 15 years to accentuate the disciplined, moralistic Africa—its structured laws, its schools, and its religious customs. But we realized that if we were to show all phases of Kunta's life in Africa, we might never leave the village of Juffure. Then, too, giving more time to this portion of the book would mean four actors to play Kunta—a baby, a 10-year-old, a 15-year-old, and an adult.

So you see, we finally decided to show Kunta's birth, women and girls admiring the baby, and after a commercial, Kunta at age 15.

The television series had one of the largest viewing audiences ever recorded, and we believe the book will become a popular reading assignment in schools. What else can teachers do to further increase student understanding and appreciation for the Black heritage?

I'd like to see teachers get all their students to trace their genealogies. It is as important for all ethnic groups to learn the history of their own and other peoples as it is for Blacks. Certainly much more needs to be known about the Black heritage because there is such a dearth of information.

Then, supportive readings for sup-

plemental study ought to be available in school and public libraries. Finally, students might enjoy sharing information about their backgrounds after completing the assignments.

The genealogy project would not only provide students with experience in doing research, it would also enable them to become more involved with their families.

Sure. The first thing students will have to do is get to the oldest members of their families and find out everything they can about their backgrounds. When students have collected all they can, they should record this information in clear and simple language and share it with all members of the family.

Eventually, students may appreciate the importance of preserving old photographs and letters. For most families, these are the archives.

As a matter of fact, this project is urgent. If our elders and their records disappear, we'll never know about ourselves. Our past will be lost.

Slave families were frequently separated, and the majority of them had little knowledge of their lineage. Is it possible, then, that Black students won't be able to trace their heritage?

Yes, most won't be able to trace their roots back to Africa. But you see, the important thing is not that they go back to Africa but that they care enough to go looking at all. This in itself would be a change from what you and I know to be true: Years ago, Black people never talked about their slave forebears. We wanted nothing to do with Africa.

If students can go back as far as their grandparents—and are digging with pride—they are infinitely better off than if they were ashamed to go digging at all. It is the spirit of the search that I am concerned with. I want students to say, "I wish I knew more about me," and "I am proud of my ancestors."

It's beginning to happen, not only in schools, but among adults, also. What we have now, all across the nation, are Blacks proudly searching for knowledge of their ancestors.

The NEA was really enthusiastic about *Roots*. During the eight nights of the broadcasts, teachers all around the country let us know that they were using it in their classrooms to stimulate learning. Do you think this appreciation of the Black struggle will contribute to the whole equalization process for Blacks?

Unfortunately attitudes left by slavery still grip much of our society. One of the problems caused by this is that too often Whites and Blacks do not perceive Blacks as true Americans. Knowing more about us will help to change this perception and will eventually result in a better understanding between the races.

What is your opinion of busing schoolchildren as another device to bring about a better understanding between the races?

There are many facets to this question, so there is no one-dimensional answer. Busing itself has been around since the combustion engine, and it didn't bother anybody until Blacks began to be bused to mostly white schools.

On the one hand, I think busing is creating a lot of problems among parents of both races. (Most of the problems, in fact, seem to lie with adults. Children appear not to be bothered so much.)

On the other hand, I think the kind of friction busing is generating will have some worthwhile results. For one thing, the quality of education in what were predominantly Black schools is certainly improving.

I think the overall result will be positive. I have faith in us as a country, and I truly believe that our strength is derived from friction among the various ethnic groups.

Then you feel progress is being made?

Of course progress is being made. But we should never fall into the trap of believing that everything is all right. You know, as long as we need to have this type of discussion, we still have a long way to go.

Before the interview ends, we'd like to know if you have a message that teachers may take to their students?

I would like to see kids become more excited about the pursuit of excellence. Many adults wish they had another chance to take advantage of the opportunities they had in school—and I guess I'm like those adults. When I was in high school, I earned D's and C's, and I've had to work hard all my life to overcome that.

My dad was a college professor, and his greatest dream was that his three sons would become Ph.D's. He thought that perhaps God would smile on us and one would become a college president. I was the oldest, so I was supposed to lead the way, but I dropped out after two years of college. For a long time, Dad didn't forgive me for that.

After my first book became a best-seller, he sent me a clipping about the book and attached a note that was very typical of him. It said, "I think I will consider this equivalent to your degree." □

A ROOTS Spin-Off

Like many millions, my class and I were inspired by Alex Haley's book *Roots*, with its story of Kunta Kinte, an African teenager brought here as a slave at about the time white America was fighting for its freedom. [See the preceding article.] What began as a casual little assignment thousands of students have done before—a simple family tree—grew into a family project involving not just Mom, Dad, and the kids, but Uncle Harry, Grandma, and Grandpa—in some cases on both sides of the Atlantic.

When *Roots* was published, *Junior Scholastic* (December 2, 1976) ran an article on genealogy that included a blank family tree. The challenge was obvious. I asked the students to trace back to their ancestors who first came to America, find out their birth dates and when they came over. To spur some interest, I brought in my own modest three-generation family tree, and I told them about *Roots*.

At first, the students were filled with questions: Whom do you ask about ancestors? What if they don't know? When the trees began coming in, however, their compilers expressed enthusiasm. We compared experiences; almost all of the students had stories to tell about their relatives and their origins as well as names and dates to report.

The next step was obvious, at least to me: Like Alex Haley, write it all up. I was excited, but the kids were uncertain. Finding out names and putting them in boxes was one thing; writing was another.

What should we write about? the students wondered. How will we get our information? Because of their doubts, I didn't make the assignment mandatory, but I did ask the kids to give it an honest try.

By PAUL TAPOGNA
Social Studies Teacher,
Islip (New York)
Junior High School.

Over that weekend, my wife and I visited my mother in Brooklyn. We have always enjoyed hearing our parents tell stories from "the old days." Now we asked my mother to tell some of these stories again on tape for my class.

Playing to the tape, my mother set out our history in America. We had never known her to pour out the chronology and the anecdotes with such intensity. After an hour the tape ran out, and I thanked her for helping me. She looked up in protest: "It's over? But I'm only up to 1947!" We promised to come back soon with another tape.

I had mixed feelings about playing the tape in class. I was intimately involved with the material: What if it didn't go over?

Luckily, the kids were looking for something to give their work some structure, and the tape provided just that. I wrote out the questions I had used in making the tape, the students added others, and we hammered out the interview format.

Because some were still concerned about having to write about their ancestors, we decided to offer options to the written assignment. We said students could give oral presentations or visual ones (posters with trees and capsule descriptions and maybe photographs).

At this point, I proposed that we consider duplicating the written work and putting it in book form. Scaled-down family trees could accompany the texts. We were on our way.

About this time, the TV version of *Roots* was aired. Each night for a week, we watched; each day we discussed and analyzed. The kids were moved, angered, at times deeply confused. "Were people really that cruel?" By the end of the week, the people of our predominantly white community had been profoundly affected by the experiences of a black family. In my own family and those of many students, previously fixed racial attitudes seemed to be changing.

The students considered differences and similarities between the histories of their families and that of the Kinte family. In discussing differences, they mentioned the major one between an immigrant and a slave: "My ancestors wanted to come here. America meant freedom for them. Slaves were forced to come here—in bondage."

My students had difficulty finding the similarities, but gradually an important one became clear. What did each generation hope for those who followed? The answer seemed to be the same for all Americans, the Kintes, the Kellys, the Soldos, the Karps, or the Markowskis: a better life for their children. People were willing to sacrifice and suffer for that.

Some students said, however, that their angry parents had always thrown the hardships they had endured in their children's faces and that this had caused resentment. Now both sides were beginning to feel understanding and empathy.

Soon the histories arrived, along with complicated or funny stories about how the students had gotten their information—stories of trans-Atlantic telephone calls to surprised relatives, of elaborate searches for the most complete family Bible. One parent told me that for the first time, her son had *asked* to go visiting relatives.

Most touching were the students' comments about grandparents. Many said that before the project, Grandma was just someone else who disciplined them. Now they saw a different person, with feelings and memories and great stories—and it made the students feel good to have made these family storytellers so happy while they themselves learned.

This time it was Alex Haley's book *Roots* that motivated us. We learned, we had fun, and we communicated as families and students and teachers are meant to do. □

HOW WILL THE HANDICAPPED FARE IN THE REGULAR CLASSROOM THIS FALL?

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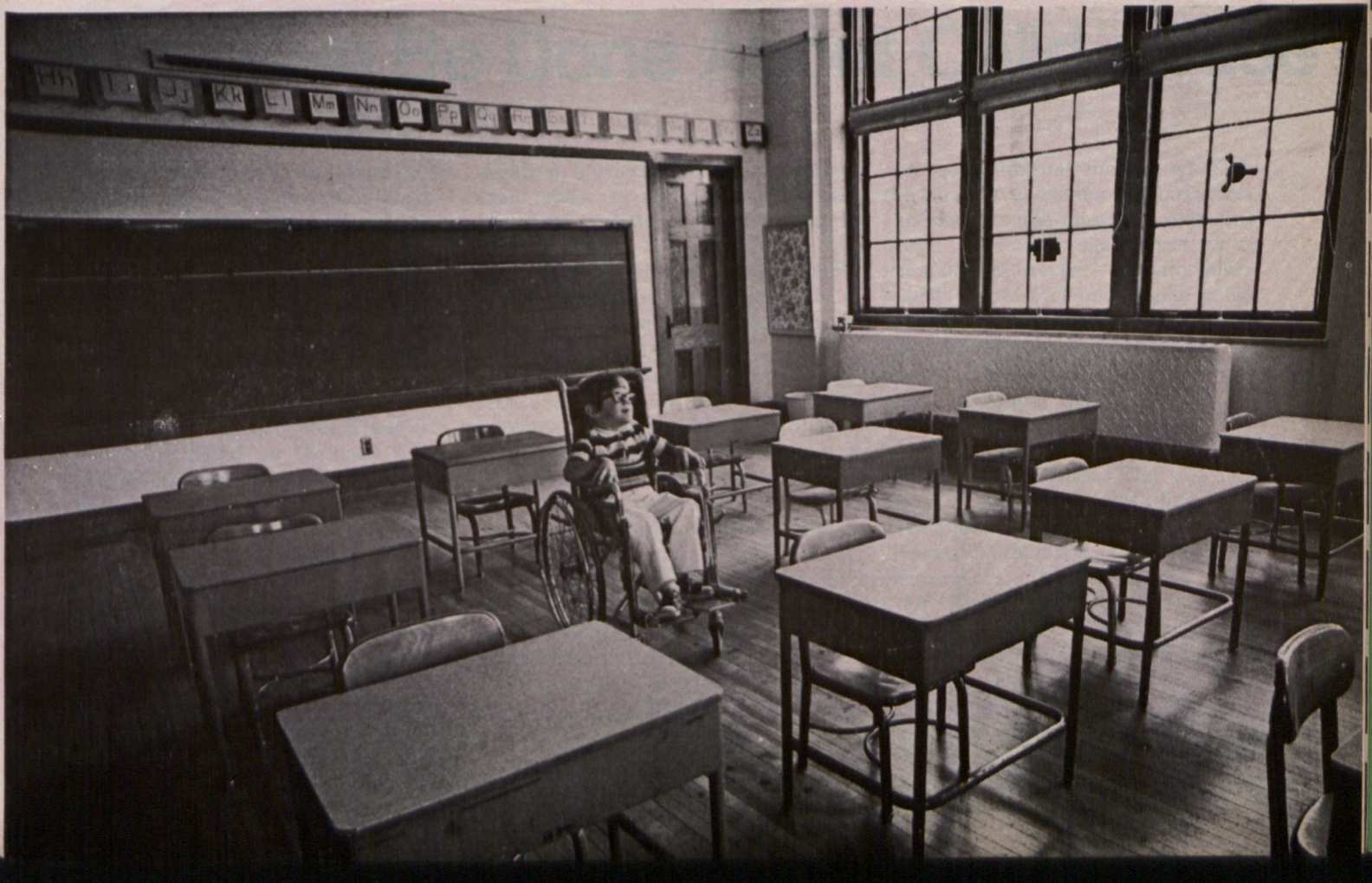

HOW WILL THE HANDICAPPED FARE IN

In Los Angeles, a father on an alcoholic binge throws his 11-year-old son down a flight of stairs; the boy's arm is broken.

In Chicago, a mother beats her four-year-old daughter so severely that the child has to be hospitalized. Reason: The girl was unruly.

In Montgomery County, Maryland, an enraged father hits his son, a junior high special education student, with a belt so hard that the boy's back shows heavy bruising from the buckle.

Ugly wounds, ugly stories. There are many such stories all over the country. The U.S. Department of Health, Education, and Welfare estimates that approximately 1 million children are abused or neglected annually: 100,000 to 200,000 are physically attacked, 60,000 to 100,000 are sexually abused, and the remainder are neglected. Every year some 2,000 children die in circumstances suggestive of maltreatment.

And another, sobering statistic: A new sociological study of married couples and their children estimates that at some time in their children's lives, parents had kicked, bitten, or punched between 3.1 and 4.0 million of them and had literally beaten up between 1.4 and 2.3 million of them. These estimates are based on the total of 46 million children aged three to 17 who lived with both parents in 1975.

So serious has the problem become that in 1974 the President signed into law legislation that mandated the creation of a National Center on Child Abuse and Neglect (NCCAN). Placed under the aegis of HEW's Children's Bureau, NCCAN conducts studies and makes grants to states and to public and private social service agencies studying and working on the child abuse problem.

In 1976, NCCAN made grants totaling $287,000 to the state education agencies in Illinois, New York, Washington, DC, and Wisconsin, as well as to the Council for Exceptional Children.

A very few school districts, too, have benefited from federal funding through the Office of Education for demonstration projects in identifying and helping abused children.

Child abuse is a catchall term, intended to encompass the variety of suffering—physical, sexual, or emotional—that parents and other caretakers can and sometimes do inflict on children. Physical abuse is of course child abuse in its most visible, and therefore perhaps in its most heartrending, form. Who can forget the sight of an infant who has been deliberately burned by his parents or of a toddler whose eyes are blackened from a parental beating?

Child abuse exacts an enormous toll from society as a whole. A large percentage of prison inmates are said to have once been abused children. Lee Harvey Oswald and Sirhan Sirhan were abused as children.

A common misconception about child abuse holds that it occurs almost exclusively among economically underprivileged families or members of racial minorities. The reason for this is that almost all early statistics on child abuse came from welfare agencies and municipal hospitals. Yet, as reporting has become more widespread, it has become evident that child abuse occurs among families from all racial, social, and economic backgrounds.

What prompts adults to lash out so brutally, with such unrestrained rage, against children?

- Mental illness is one factor. Brandt F. Steele, chief psychiatrist for the National Center for the Prevention and Treatment of Child Abuse and Neglect, in Denver, notes that some abusive parents (less than 10 percent, however) suffer from such serious psychiatric disorders as to make ordinary child protection counseling useless.
- Economic deprivation, substandard housing, and unemployment are other important factors. The stress and frustration these produce can trigger intense anger that needs an outlet; and a vulnerable child may provide it.
- Acute marital conflict, whatever the family's economic circumstances, can lead to child abuse. In such situations, a parent's rage against his or her spouse is directed—actually misdirected—against a hapless child. In one such case, a father hit his 10-year-old son because the boy's voice and the things he said reminded him of his wife's voice and the things that she had said.
- Still another factor is the parent's childhood experiences. The vast majority of abusive parents themselves were abused as children; in effect, they "learned" this mode of rearing their offspring.

Dr. Steele points to a number of characteristics most abusive parents seem to have in common. They are immature. They lack self-esteem; they feel incompetent as parents. They have

What Can Be Done About Child Abuse?

By MYRON BRENTON
Education Writer.

trouble finding pleasure and satisfaction in the outside world. They possess a strong fear of spoiling their children and hold an equally strong belief in the efficacy of corporal punishment. Finally, they are markedly deficient in the ability to empathize with, and respond to, their children's needs.

Though the foregoing list of parental characteristics applies mainly to those inflicting physical or emotional abuse, somewhat similar patterns apply to parents who sexually abuse children. Many of these parents were sexually abused as children. Many can be characterized as emotionally immature. Many are locked into unhappy marriages and suffer from sexual problems.

And then there's alcoholism. Whatever the abuse—be it sexual, physical, or emotional—alcohol often is an important factor. Many parents become abusive only when they have been drinking.

Abused children seem to have some characteristics in common, too. A few studies suggest that premature babies are more subject to abuse than full-term babies. Colicky babies are more vulnerable to physical and emotional abuse. So are provocative, hyperactive, or withdrawn boys and girls. In fact, one recent review of child abuse literature concludes that whenever parents see a particular child of theirs as "strange," "different," or handicapped in some way, that child is more at risk of being abused than are the other children in the family.

Until fairly recently, a conspiracy of denial shrouded child abuse in American society. To some extent it still exists. Abusive parents frequently deny maltreating their children. The victims themselves often deny having been abused (because they are convinced they "deserved" it or because they don't want to get their parents into trouble or because they fear them too much or because they don't want to be sent elsewhere to live). Physicians—especially those in private practice—are often reluctant to report cases of child abuse to the appropriate authorities. (According to the *New York Times*, in well-to-do Westchester County in New York, private physicians reported only six of the 891 cases investigated by the Child Protective Services Agency last year.) Some family court judges return abused children to their families regardless of the seriousness of the situation. And though schools are in a strategic position to uncover cases of child abuse and neglect, many teachers and administrators have avoided reporting such cases.

Diane D. Broadhurst, an educational consultant who was coordinator of a child abuse project in the Montgomery County (Maryland) Public Schools during its two-year life, emphasizes the variety of roles that classroom teachers can play in helping abused children: Because they are the only persons, except for parents, that many children see with any real consistency, teachers are in an excellent position to spot signs of abuse—and by reporting them to begin the process that leads to remediation. They can provide a stable and supportive environment in the school for the abused child. They can be nonthreatening adult models for this child. They can also deal positively with those abused children who are extremely provocative because this is the only way they know how to relate to adults. Ms. Broadhurst points out that "if the teacher is aware of the reason for the provocation, he or she can demonstrate by his or her response more constructive ways in which to behave."

Child abuse experts also make the point that teachers should avoid some approaches in dealing with these children. Teachers shouldn't question them too closely about their injuries. (Some children say they "fell" or "accidentally burned" themselves; others openly declare that their parents harmed them.) Teachers should avoid making disparaging remarks about parents—even if it seems that they have committed an atrocious act. Teachers shouldn't contact the parents on their own initiative.

As for the signals that hint at possible child abuse, there are a number teachers can watch out for. Bruises, abrasions, and burns—especially on the back and buttocks—are, of course, the most obvious signs. They are usually present in combination with other factors. Some abused boys and girls try to hide the telltale marks by wearing long clothing, even on hot days and even in gym. Some of these children are frequently absent, lethargic, depressed, hostile, or destructive. Some are markedly shorter or thinner than the norm for their age. Also, abused children often stay at school as long as possible, showing up when the doors open in the morning and hanging around after school for as long as they're allowed.

Abusive parents, too, tend to have certain discernible patterns in common. They usually don't establish contact with their children's teachers, for instance, or they may describe their children as "different" and "bad" or they may frequently keep them out of school.

Once a teacher spots some signs that suggest child abuse, what then? The answer to this question leads to a crazy-quilt pattern of state laws and school district policies. In nearly 40 states, teachers are specifically mandated to report suspected cases of child abuse. The authority they must report to varies from state to state: In Maryland, for instance, it's directly to the Department of Social Services; in California, it's to the police—although internal procedures within a school district may require teachers to funnel their reports through a specified official, such as the principal or the school nurse or guidance counselor.

Persons mandated to report leave themselves open to penalties and civil lawsuits if they fail to carry out that mandate. When they do report, blanket immunity clauses protect them against civil or criminal actions initiated by irate parents or others. As for teachers who aren't mandated to report but do so anyway, they may not have the protection of blanket immunity, but attorneys knowledgeable in this area say that the risk of a lawsuit is slight in any event. An outraged parent or other adult who tries to sue would have to show that the teacher acted in a malicious manner, deliberately engaging in slander or libel or the like.

And school boards? Policies vary. "I'd say the majority of school districts do not have any set policies or procedures for reporting cases of child abuse," says Brian Fraser, executive director of the National Committee for the Prevention of Child Abuse, located in Chicago. One hears stories of principals who refuse to report cases of child abuse for fear of complica-

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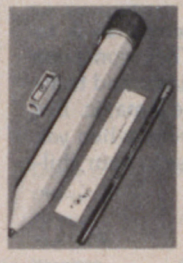

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Barbara Aiello

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tions and who put pressure on, or penalize, teachers who report. Some observers insist such stories are largely apocryphal. Nevertheless, one state child protection act—that of Kansas—was recently amended specifically to protect teachers from on-the-job reprisals as a consequence of reporting.

Even if their administrators don't view reporting in a negative light, some teachers prefer not to take action, because they don't want to become involved or because they know the parents concerned or because they fear a wrathful reaction from the parents. Referring to her experience with the Montgomery County schools, Ms. Broadhurst notes that angry parents were hardly ever an issue. If they did begin to make a fuss, someone told them that state law required schools to report.

The actual investigation of suspected cases of child abuse is usually handled by an outside agency. Often this agency is the local Department of Social Services. Unfortunately, investigation and follow-up are too often of questionable value. The director of NCCAN, Douglas J. Besharov, says that protective investigations are often poorly performed and that rehabilitative services may be "fragmented, overlapping, and uncoordinated." Other critics say that social service agencies often compete with each other rather than coordinate their activities to help families with a child abuse problem.

But the picture has its bright spots, too.

First, when abusive parents enter competent treatment programs, the success rate is high. (Unfortunately, many resist help.)

Second, there's a growing awareness, among both the public and professionals, of the "epidemic nature" of the problem.

Third, more research into the causes, prevention, and remediation of child abuse is being conducted now than ever before. The focus has largely shifted from a lock-the-parents-up emphasis to one that stresses therapy and rehabilitation. The new philosophy also emphasizes keeping the family together except when there is a clear and immediate danger to the children.

Fourth, new and imaginative programs have come into being. Some localities have formed child protection teams composed of people from welfare agencies, hospitals, the courts, the police, and the schools. Child abuse crisis nurseries are operating in a few places, and some states like New York and Florida have child abuse hot lines.

What's going on in the schools? There are only a handful of school-based programs. The U.S. Office of Education once funded three demonstration projects; it isn't funding any program now. The one in the Montgomery County schools centered on staff, policy, and curriculum development. The one in Community School District #18 in Brooklyn, New York, focused on identification of abused children, community awareness, and the marshaling of social service resources, including direct treatment and services to children.

In nearly 40 states, teachers are specifically mandated to report suspected cases of child abuse.

Some school districts and teacher groups are still involved with programs and projects dealing with this problem, however.

- A number of school systems have adopted portions of the Montgomery County program; for example, the Stanly County, North Carolina, child abuse program is heavily based on Montgomery County's.
- In early 1977, the Virginia Education Association held a conference on child abuse. Several local associations followed up with meetings of their own at which child abuse symptoms and reporting procedures were described to teachers.
- For several years, the New Jersey Education Association, in cooperation with other agencies, has made mixed media kits describing child abuse and procedures for reporting it available to local associations, school faculties, and PTA's.
- In Dodge City, Kansas, several teachers organized child abuse workshops for teachers and other professionals.
- In Minneapolis, the Family and Children's Service is developing a sexual abuse prevention and treatment program that will center on the city's elementary schools. One facet will help students learn to distinguish between "criminal" and "affectional" touch, according to the agency's executive director, Earl J. Beatt.
- Last school year, the principal of the Kentwood Elementary School in Los Angeles invited representatives from Parents Anonymous to speak to teachers' and parents' groups. Parents Anonymous is a successful self-help group composed of parents who are or who have been child abusers. It has some 700 chapters in the United States and Canada, each serving about 10 families.

Such efforts are commendable and set an example for other teachers, administrators, and teachers associations. They, too, can develop child abuse programs. They, too, can organize workshops, bring in speakers, promote conferences, and join organizations that publicize and work to ameliorate the problem of child abuse.

Statistics show that approximately one-third of all mistreated children are of school age at the time they're mistreated. The nation's schools can play a vital role in helping the young victims and their families. □

NEA Resolution 77-28: Child Abuse

The National Education Association believes that all children should be protected from child abuse and that educators are in a position to observe and recognize abuse which has been inflicted on children.

The united teaching profession should cooperate with community organizations to increase public awareness and understanding of child abuse.

The Association urges its affiliates to seek the enactment of state and local legislation that would (a) provide educators reporting suspected child abuse immunity from legal action, (b) require educators to report to the appropriate authorities instances of suspected child abuse, and (c) provide for protection of children from other children.

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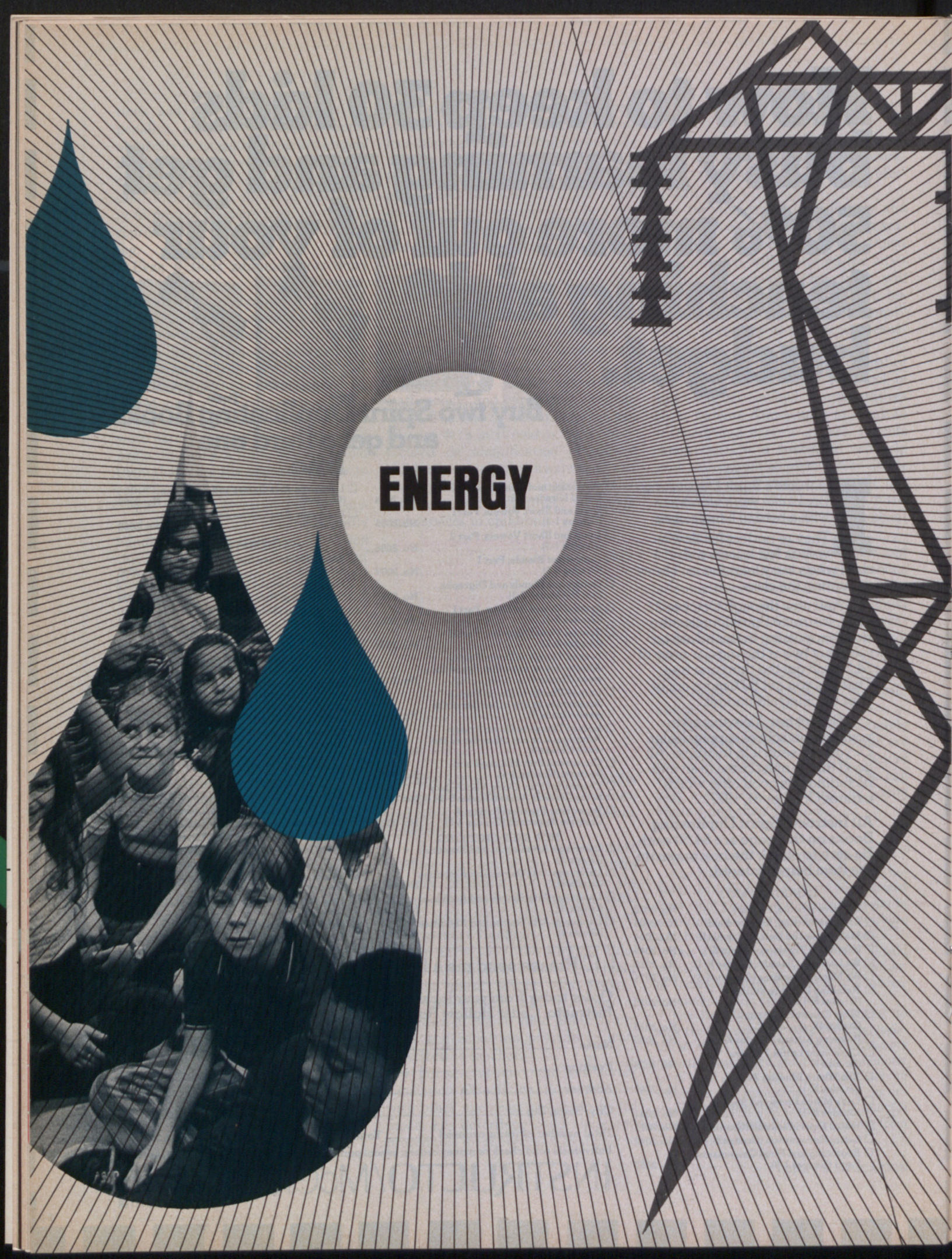
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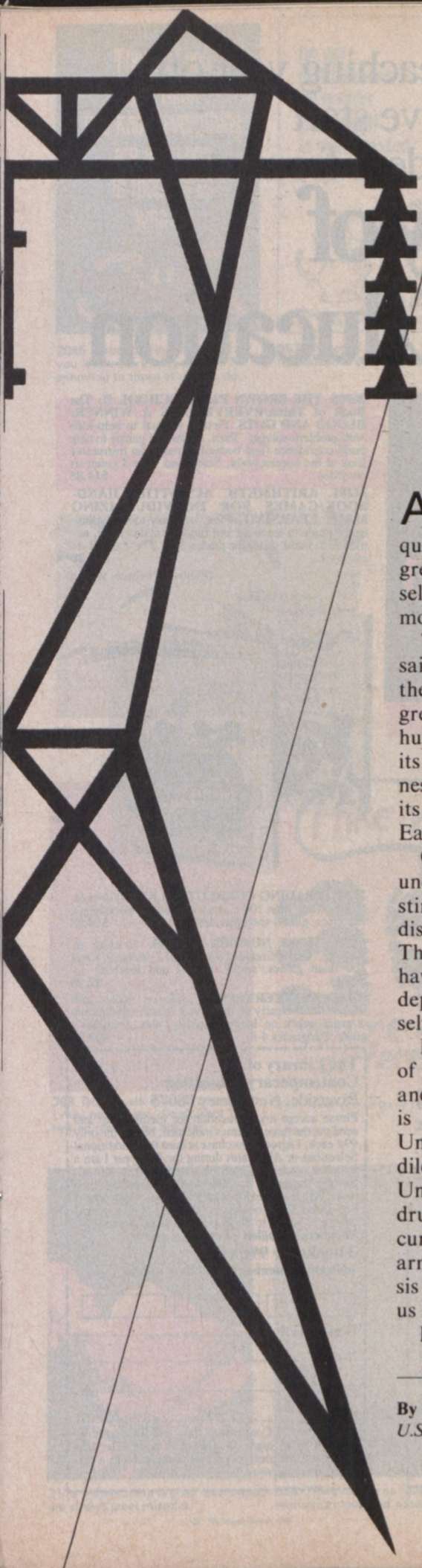

Special Feature
on Energy
and the Schools

A decade ago Arnold Toynbee observed that we have conquered nature and that now our great unfinished task is to conquer self. He said that humanity is our most formidable enemy today.

The time has come, Toynbee said, for humanity to unite against the common enemy in itself. The great irony of our time is that humanity may be destroyed, not by its madness, but by its carelessness—by its wanton disregard for its special relationship to the planet Earth.

Catastrophes, of course, are not uncommon. Since humanity first stirred itself, we have faced wars, disease, hurricanes, and floods. These calamities have struck, they have taken their toll, and they have departed, leaving us to rebuild ourselves.

I'd like to suggest that the crisis of which Toynbee spoke—our use and misuse of nature's resources—is a disaster of a different kind. Unlike flood or hurricane, it is a dilemma we have made ourselves. Unlike disease, there is no miracle drug which can provide an easy cure. And unlike war, there is no armistice in sight. The energy crisis we confront today will be with us for as far ahead as we can see.

But whether this crisis becomes a catastrophe is largely up to us. In explaining to the nation the urgency of his national energy plan, President Carter noted that "with the exception of preventing war, this is the greatest challenge that our country will face during our lifetime." And he told Congress, "It will be a test of our basic political strength and ability. But we have met challenges before and our nation has been the stronger for it. . . . I am confident that . . . we will succeed."

Today our planet has begun to show signs of the strain of sopping up the wastes of our constantly accelerating energy use. In addition, we are running out of known resources of gas and oil—the fuels that represent almost three-quarters of the energy upon which the U.S. economy depends. This is a physical fact, a physical problem.

Suddenly, we are beginning to discover that exponential growth is not forever possible in a finite world. This is undeniable, no matter how badly we may want it to be otherwise.

Like all systems that have been jolted out of their inertial pathways by some massive interruption, the total human system is calling on all its parts to find new energy sources that will enable us to continue solving all our societal problems by more growth. But to seek new sources of energy in order

By ERNEST L. BOYER
U.S. Commissioner of Education.

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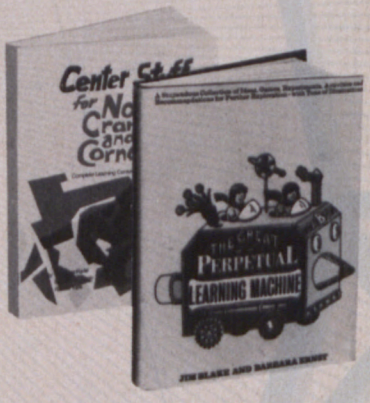

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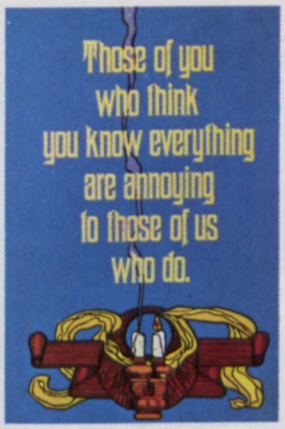
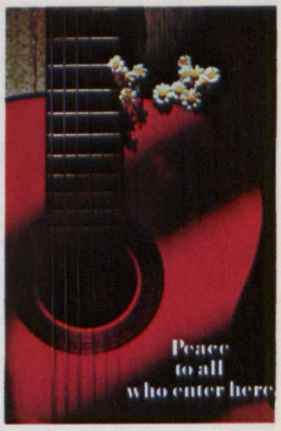


2055 Those of you who think you know everything are annoying to those of us who do.

687 No act of kindness, no matter how small, is ever wasted.

886 The beginning of wisdom is silence.

892 It's good to be petted a little, praised a little, appreciated a little.



438 Peace to all who enter here.

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369 Hold fast to dreams, for if dreams die, life is a broken winged bird that cannot fly.

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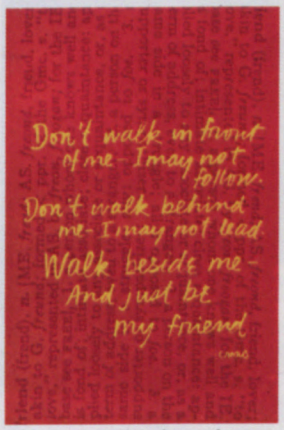
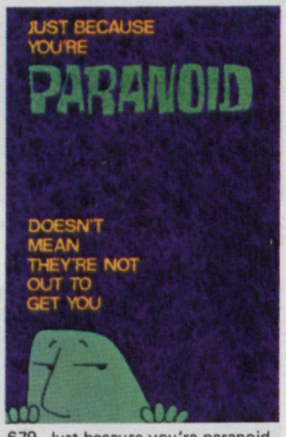
327 A good friend never lets you down.



398 Don't walk in front of me—I may not follow. Don't walk behind me—I may not lead...

377 I like you—you're different!

710 Faith is the substance of things hoped for, the evidence of things not seen.



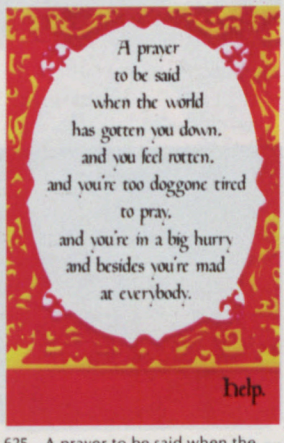
679 Just because you're paranoid doesn't mean they're not out to get you.

2187 We're all in this together.

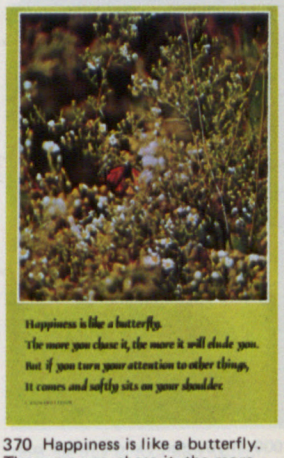
2118 Where there is great love there are always great miracles.

630 There can be no rainbow without a cloud and a storm.

717 If any man seeks for greatness, let him forget greatness and ask for truth and...



625 A prayer to be said when the world has gotten you down, and you feel rotten, and you're too doggone tired to pray, and------


Happiness is like a butterfly.
The more you chase it, the more it will elude you.
But if you turn your attention to other things,
It comes and softly sits on your shoulder.

370 Happiness is like a butterfly. The more you chase it, the more it will elude you...

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2186 We need each other.

415 Today is made for you.

756 Things take time.

724 When life gives you lemons, make lemonade.

2166 We do not remember days, we remember moments.

792 The greatest truths are the simplest.

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2183 After all is said and done, there's a lot more said than done.

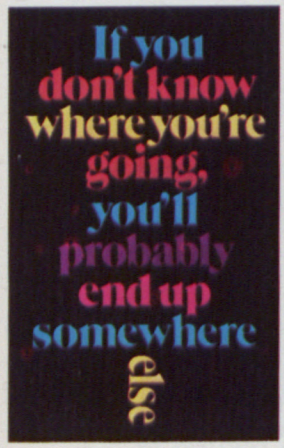
2092 A ship in a harbor is safe, but that is not what ships are built for.

2196 I may have my faults, but being wrong isn't one of them.

2139 Cool it!

2155 Seek inner beauty.

658 The important thing is this: to be able at any moment to sacrifice what we are for what we could become.



2000 If you don't know where you're going, you'll probably end up somewhere else.

354 Happy are those who dream dreams and are ready to pay the price to make them come true.

404 Jesus of Nazareth requests the honor of your presence at a dinner to be given in his honor.

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2208 Complaint Form. Please write your complaint in the square below. Write legibly.

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2085 Love is the magician, the enchanter. .. with it earth is heaven.

2133 Colors speak all languages.

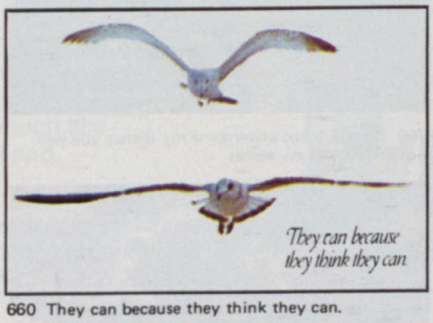
2219 It is hard to be good.

677 Think big.

779 Don't take yourself too seriously.

2189 Life is a predicament.

448 There are two ways of spreading the light: to be the candle or the mirror that reflects it.



660 They can because they think they can.

2283 If you don't feel strong enough, try the Bread of Life.

2024 No great thing is created suddenly.

2081 It is not how much we have, but how much we enjoy, that makes happiness.

308 Two roads diverged into a wood, and I— I took the one less traveled by and that has made all the difference.

882 Accept me as I am so I may learn what I can become.

2119 Thinking is hard work.

2019 God is nearer to us than we are to ourselves.

716 To wonder is to begin to understand.

2144 I like to do things my way.

2121 When you dream, dream big!

2014 Easy does it.

2259 Be true to your own highest convictions.

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	172	Caution—human		856	All I have seen
	266	Sometimes I sits		882	Accept me as I
	308	Two roads		886	The beginning
	309	Each dawn is		887	Do not follow
	327	A good friend		892	It's good to be
	354	Happy are those		2000	If you don't know
	369	Hold fast to		2014	Easy does it
	370	Happiness is		2019	God is nearer
	377	I like you		2024	No great thing
	398	Don't walk in		2055	Those of you
	404	Jesus of Nazareth		2081	It is not how
	415	Today is made		2085	Love is the
	438	Peace to all		2092	A ship in a
	443	Behold the turtle		2118	Where there is
	448	There are two		2119	Thinking is hard
	460	The deepest		2121	When you dream
	625	A prayer to be		2133	Colors speak all
	630	There can be no		2139	Cool it
	640	The greatest		2144	I like to do
	658	The important		2155	Seek inner beauty
	660	They can because		2166	We do not
	677	Think big		2167	You observe a lot
	679	Just because		2183	After all is said
	687	No act of		2186	We need each
	710	Faith is the		2187	We're all in this
	715	No goal is too		2189	Life is a
	716	To wonder is to		2196	I may have my
	717	If any man seeks		2208	Complaint Form
	721	A dreamer lives		2219	It is hard to be
	724	When life gives		2283	If you don't feel
	756	Things take time		2259	Be true to your
	760	If you do not			
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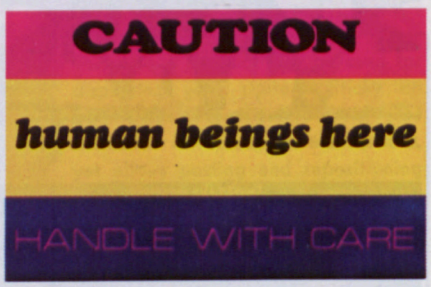
2167 You observe a lot by watching.

721 A dreamer lives forever.

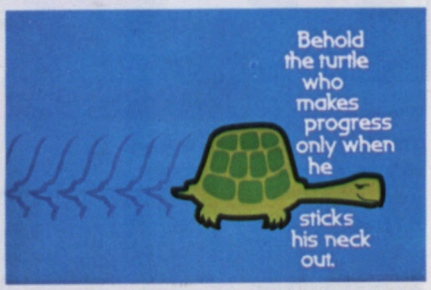
309 Each dawn is a new beginning.

640 The greatest kindness we can offer each other is the truth.



172 Caution—human beings here—handle with care.

760 If you do not understand my silence you will not understand my words.



443 Behold the turtle who makes progress only when he sticks his neck out.

856 All I have seen teaches me to trust the Creator for all I have not seen.

460 The deepest feeling always shows itself in silence.

887 Do not follow where the path leads. Rather, go where there is no path and leave a trail.

266 Sometimes I sits and thinks and sometimes I just sits.

715 No goal is too high if we climb with care and confidence.

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CIRCLE QUICK-ACTION CARD NO. 46

to build even more sprawling and random additions to our urban jungles, to fuel our luxuries, seems sadly unrelated to the true nature of our problem.

It is true that alternative forms of energy may help us cope as our oil and gas gauges plummet toward zero, but to think that the chief task of a world with dwindling resources is to hunt for new resources to exploit is myopic vision at its worst. It makes a false assumption. It presumes that our present style of life can continue. It leaves unchallenged the idea that our centuries-old energy binge must roll ahead.

Here's my point. The energy crisis we now face will require not only new technology, but new values and new attitudes as well. We must change our habits of consumption. We must approach self-indulgence with a new perspective—an understanding that we are members of a human community with a common plight and a common fate. And all of this is closely tied to our nation's schools and colleges.

Specifically, I believe energy, environment, and education are linked together in three fundamental ways:

- First, the nation's schools and colleges are major consumers of energy. They, like the rest of society, must learn to cut back on consumption.
- Second, education must train individuals with the technical know-how to lead us toward a conserving society. New careers require new educational preparation.
- Third—and perhaps most important—our schools and colleges must confront today the realities of the 21st century and begin to focus on the perspectives and attitudes that will be critical in ensuring our global survival in that era.

Each of these tasks—conservation, training, and curricular change—represents a major challenge to our educational system. With the right leadership and vision, I believe the system can succeed.

Our nation's schools consume 11 percent of the heating and cooling fuel in this country; yet it has been estimated that almost half the energy they consume is wasted because school buildings were constructed without regard to energy conservation. There are 79,000 elementary schools in the United States. The most conservative estimate available indicates that at least 50 percent of them need major retrofitting.

The Federal Energy Administration has estimated that if only 30 percent of the nation's elementary and secondary schools were to become energy efficient through renovation and winterization, 25 million barrels of oil could be saved each year.

The Department of Commerce has indicated that with no capital modifications at all—simply by changing operating methods—schools can reduce their energy consumption by 5 to 25 percent. With minor capital modifications, involving very small expenditures, another 25 to 35 percent could be saved.

In 1972-73, the schools spent $1 billion on energy. In 1976-77, the bill was over $2 billion. This amounted to $19.81 per student in 1972 and $41.60 last year.

Late 1976 projections indicated that the cost of gas, coal, and electricity would increase 20 percent annually through 1980. Thus, in a little over three years, most fuels and electricity will cost double what they do today.

School districts will have no choice but to find more and more ways to conserve energy. Some will establish full- or part-time "energy coordinators" and energy conservation teams. They will develop energy management plans and conduct a school energy audit. They will adopt good plant maintenance practices, including preventive maintenance. And they will ensure that new construction is designed and built to save energy.

But schools and colleges, of course, are more than physical plants. They also provide the knowledge and skills necessary to embark on careers.

What new professionals do we need today and will we need even more by the end of the century? If coal is to be a short-term solution in our transition to a conserving society, then we will need to train professionals in new mining technology. We will need environmental experts capable of monitoring the public interest in that industry. Solar and wind energy generators remain a dream and a promise; we need the personnel who have the skills to translate that promise into reality.

Universities, it seems to me, must focus their great research capacity on the problems of pollution and find effective ways to clean our air and clear our waters. Is it too much to expect that, in time, we might have nonpolluting cars, nonpolluting energy, and nonpolluting detergents? To be sure, we are already making some progress in this direction, but we still have a long distance to go.

We must search for ways to use our science and technology, not to promote endless growth and unproductive opulence, but to enable us to breathe clean air, to drink pure water, to conserve our natural resources. In other words, we must learn to live like civilized beings within the restraints of nature—restraints which can no longer be ignored with impunity.

Schools must conserve. They must contribute to the training of workers in the new energy and environment fields. And they must do more: They must teach our children and ourselves about the wider nature of our energy dilemma and must equip our society with the understandings necessary to re-

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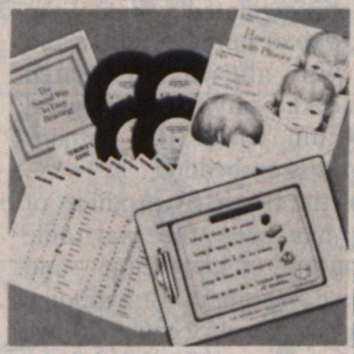

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make our society in the light of that dilemma.

I realize full well that what I am advocating is that wrenching occurrence known as "changing human values," a psychic event that is often as cataclysmic as the earthquakes and volcanoes that change the real territory.

We must start at the simplest level: awareness. A recent Gallup poll suggests that if Americans were taking an examination on the energy problem, many of them would flunk. Only half the public—52 percent—know that America must import oil to satisfy its current energy demands. And of those, only 17 percent—or 9 percent of all adults—have an accurate idea of how much petroleum the United States imports. Today nearly 3 out of 10 college-educated citizens think that the United States produces enough oil for its present needs. Most Americans just don't know or don't realize how big those "needs" actually are. While we make up a mere 6 percent of the world's population, we consume a third of its energy.

But awareness alone is not enough. I submit that all of us in education must constantly stress the need to understand and to respect the unity of life—a unity within which the energy problem can be seen as one part.

In the late 1960's, we began to notice that something disastrous was happening to our natural world—the world of physical/biological systems like air and water and wildlife—and we called it "the environmental crisis." We responded to it in the educational community by developing a fragment we called "environmental education," and we tacked it onto our institutional machine like a bumper strip and congratulated ourselves on a good job.

Just the other day we began to notice that our human world—the world of societal systems like the economy, government, industry, and even education—was in trouble. It was running out of the energy fix it requires to keep it developing along traditional growth lines. The immediate reaction was to run out and invent yet another fragment and call it "energy education."

This time I have high hopes that we can resist the fragmented approach. Our many problems are one problem; they are of a piece, and they cannot ever be "solved" in the sense of arriving at some Utopian conclusion. They are the problems of complex systems in constant motion, and approaches to solutions must take the same dynamic path, must be able to shift to new modes as the problems shift.

For the first time in the conscious history of humankind, we are becoming aware of the many pieces of our puzzle, and they add up to one interrelated system—the complex web of human culture and society with all its interrelated parts, and the physical/biological world within which the human-built world is embedded.

We need not only new technology but new values and new attitudes as well.

One of the tragic by-products of our age has been the inevitable "breaking up" of knowledge—and for this we have paid an awesome price. In our drive for progress, we have become specialists and have fragmented our efforts. In doing so, we have collided disastrously with nature and, indeed, with truth itself. In spite of its diversity, nature, like truth, spins a unified web.

If this is so, how can unity be preserved? How can balance be restored? The answer seems to be, at least in part, in the way we educate ourselves and in the way we think about ourselves. We must see more clearly and understand more completely the unity of our world, not just in a physical sense but in a social sense as well. We must constantly remind ourselves that nothing is ever wholly destroyed and that all of our moves on this planet—whether physical or social—are intimately interlocked.

And in this effort, the schools and colleges will be crucial. They will have to abandon the fragmented approach to knowledge and the shattered perspectives from which we examine our globe. They will begin to address themselves to the part of us that lives in a community and relates to other human beings. The schools will begin to ask what we have and hope in common and from this common human agenda will derive a curriculum to highlight and strengthen the linkages among ourselves and with our common future.

On other occasions I have suggested that reading and writing and arithmetic should be part of a common core curriculum. But the three R's are not enough. Perhaps our schools and colleges need to realize that the energy challenge will confront us all for the rest of our lives, that our environment is shaped by our patterns of energy consumption and is passed on as a legacy to all of our children, and that our plight in this nation is determined also by our active, interdependent engagement with all nations.

Perhaps these three themes—energy, environment, and engagement—could also be keywords in our nation's education system. Our common core might perhaps extend beyond the traditional three R's, and into these new three E's as well.

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CIRCLE QUICK-ACTION CARD NO. 25

Education be of help to schools?

I propose that the Office establish an Energy/Education Action Center which will have as its mission the coordinating of federal agencies' educational responses to the President's energy plan.

The three educational goals of the Center will be—

1. Providing information and technical assistance to schools and colleges as they move toward effective energy conservation.
2. Giving support in the training of new energy and environment professionals.
3. Providing leadership and support in the development of new curricular materials focused on the three E's.

The Center will work closely with all units and interagency committees of government which are concerned with education's response to the new energy realities. It will draw on the staff, resources, information, and goodwill of those units. Through the use of interbureau teams, the Center will also bring together OE program personnel responsible for the scores of existing energy- and environment-related programs in the Office of Education in order to focus their work more effectively on the goals of conservation, training, and curriculum. We will direct available discretionary funds on these goals and will develop plans to target new discretionary monies toward those ends.

Projects undertaken by the Center might include the following:

- Serving as an information and technical support clearinghouse for all federal departments, agencies, and committees with education programs in the energy conservation and transition areas
- Developing a media approach, including the use of educational television programming, to spread public awareness and disseminate technical know-how
- Encouraging the development of new curriculums addressed to our fundamental global interrelatedness
- Sponsoring curricular innovations and demonstrating programs at all levels of education
- Developing curriculum guides in fields like insulation and solar energy and resource conservation
- Preparing a technical assistance plan to help schools conserve
- Installing a toll-free telephone line to provide immediate technical assistance and curricular guidance
- Building effective links between the government and the private and nonprofit sectors.

We hope to be a magnet for all federal efforts in educating our nation toward responsible membership in a conserving, interdependent world. We hope to aid the major national educational associations as they confront the new energy realities. And we hope to be of service to the state departments of education and local school districts as they formulate their own plans of action.

In the few months that I've been in Washington, I've been struck by the frequency with which people refer ominously to "next winter" whenever they speak of energy. I think we must break free from the mentality that equates our energy crisis with last winter or next winter or any winter. *Crisis*—to return to its Greek root—means "decision." Let us decide today to abandon our panic and siege mentality. Let us decide to see today's worries about gas and oil as the signal of a much more profound, much more transcendent problem in our relations with our globe and with one another. Only in that broader context of who we are as a society and what world we want our children to inherit can anyone's energy agenda make sense. □

Dr. Boyer spoke at greater length on this topic before the sixth annual conference of the Council for Educational Development and Research, Washington, DC, June 22, 1977.

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Some Guidelines for Energy Programs

The Carter Administration's attempt to forge a national energy policy has generated an increased interest in energy education. How long this interest will continue and whether or not it will be strong enough to have any lasting effect will depend upon the answers to several questions. Chief among these are (a) Will the federal government provide significant, long-term support for energy education projects? and (b) Will teachers and administrators draw upon what is already known about this field to respond creatively to such support?

That the schools have an important part to play in the country's energy future cannot be doubted. One of the fundamental principles of President Carter's energy plan is that the country can have an effective national energy policy "only if the government takes responsibility for it and if the people understand the seriousness of the challenge and are willing to make sacrifices." This statement contains an implicit challenge to educators, who must help the public understand energy issues. It is, of course, important for all citizens to be informed about these issues, but it is even more important for tomorrow's voters and decision makers—students in today's classrooms—to know about them.

Several programs already developed in energy education give reason for hope about the future of this field. For example, in the early months of the energy crisis, the National Science Teachers Association (NSTA), with assistance from USOE's Office of Environmental Education and the Federal Energy Administration, began to develop background readings and source materials on energy for teachers. The NEA recommended teachers to review these materials.

More recently, under a grant from the Energy Research and Development Administration (ERDA), NSTA began to develop teacher-written, interdisciplinary energy packets for use in the classroom. Teacher-writers, working with the NSTA staff, produced these packets during summer energy curriculum workshops. The NSTA/ERDA effort is proving that government-sponsored programs operating in cooperation with state and district-level supervisors can help bring an understanding of our national energy situation to the classroom.

Another project, the now-defunct Interstate Energy Conservation Leadership Project (IECL), was sponsored by the U.S. Office of Education and administered through the Colorado Department of Education. In its two years of existence, the IECL project, with a budget of slightly more than $100,000, sponsored nine national conferences and more than 30 workshops on energy, established and operated an energy education clearinghouse, published an energy newsletter, sponsored a national energy conservation contest for school districts, and published a series of practical "how-to" booklets on energy conservation for educators.

Another energy education program is Energy and Man's Environment (EME), a project created to encourage the introduction of energy-environment themes into the school curriculum. Operating in most Western states, EME has the distinction of being supported almost wholly by utilities companies. Whether this distinction will prove to be an asset or a liability remains to be seen, but in the meantime, EME is expanding its program in the West and is developing a reputation for working well with teachers and with established educational agencies. EME is producing materials and has come out with a set of activity guides.

From these and similar experiences have emerged some guidelines that those who attempt to design programs in energy education should keep in mind. They are as follows:

Energy education should be aimed at teachers as well as at students. Textbooks and other materials on energy, no matter how good they are, can only be as effective as the teachers who use them. Teachers interested in this subject must have the opportunity to learn about energy basics and some of the methodologies that are appropriate to energy as a subject area. Therefore, funds should be spent for teacher workshops and other

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in-service training programs in energy education. Moreover, teacher education institutions should be encouraged to include energy in their programs. The faculty development projects, recently initiated by ERDA, are a step in the right direction.

Assuming that the government is serious about supporting energy education, teachers and administrators must be prepared to translate any assistance into effective programs. This preparedness involves several steps, including the following:

1. Keeping informed about the world energy situation. This means more than just reading articles about energy in the daily paper. Those in charge of energy education programs need not be energy experts, but they must know the basic information concerning supply and demand, major consumption patterns, alternative energy sources, and so on.

2. Seeking the highest possible level of support for energy education programs in state, school district, or building.

3. Being aware of the resources for teaching about energy that exist in your state, region, and school district. These will include people, places, and materials outside the educational community, as well as administrators who have an interest in the subject and teachers who have already introduced energy into their courses.

Successful energy education programs require time and money. The President has said that we are engaged in "the moral equivalent of war." Let us hope that education, in fighting its part of this war, will not have to settle for the moral equivalent of money.

Most financial support for energy education projects has been sporadic and insufficient. The thinking seems to have been that the energy crisis was a temporary inconvenience. But time has taught us that what we call "the energy crisis" is, in reality, a multifaceted and long-term problem. Educational strategies designed to meet the challenge must be created with this fact in mind, and funding for energy education programs must be on something more than a hand-to-mouth basis.

Most students spend 12 years in school. They need energy education throughout all those years, and this will not come cheaply.

A related point is that an alarmist approach to energy education does more harm than good. Facts learned for the sake of averting a crisis are quickly forgotten when the promised disaster fails to erupt on schedule or fails to produce the predicted consequences.

In addition to the above guidelines for designing energy education programs, guidelines for preparation of energy materials have also emerged. They are as follows:

Energy materials for classroom use should be written by teachers, or at least in close consultation with them. There are several good arguments for this practice. First, although there is a wealth of material on this subject, most of it must be modified for use in an existing course of study. Teachers are the best source of ideas on how to accomplish this.

Second, many energy materials, regardless of how accurate or up-to-date, treat national concerns and ignore regional problems. When teachers create or adapt materials, they can add the regional or local information.

Energy materials, like materials on other subjects, should recommend many activities. Energy, itself a process, lends itself especially well to activity-centered learning. For example, more can be learned by building a simple solar collector and experimenting with it than by just reading about one. And students can better understand energy sources, conversions, and uses, when they not only read about these things but also work with them in simple bulb-and-battery experiments.

Energy materials should be designed to fit into the existing curriculum. Because the topic is related to almost everything we do, it has applications in a wide range of teaching activities. For this reason, energy should be thought of as an integral part of the curriculum rather than as an "add-on" teaching assignment.

Energy's broad and complex scope is, at first, rather intimidating. But this very quality is also the subject's greatest asset. Because of its breath, the energy topic can be used to help students grasp the relationships between specific areas of a specific subject or between areas of concern shared by different subjects. For example, the technology of energy is a legitimate concern of both the history teacher discussing the Industrial Revolution and the science teacher dealing with the laws of thermodynamics.

Energy materials should be designed in a wide variety of disciplines in addition to science, including the humanities and the social studies. Traditionally, energy education has been left to science teachers. Since the energy crisis began, however, teachers of other subjects have become aware that energy concerns their areas, too. For example, a question dealing with the effect of American energy demand on foreign policy is a natural for many social studies classes.

Although some states, school districts, and individual schools have developed good energy education programs, these usually get little or no national publicity. The unhappy result is a wasteful duplication of effort throughout the country.

Greater effort is needed to locate good materials and to make them available to teachers in a useful form. A national newsletter would

help spread information about both promising programs and available materials.

If the brief history of the energy crisis has taught us anything, it is that time is crucial. Much has been done in energy education, but greater progress must be made. This will call for the patience, persistence, and cooperation of both those who can provide financial and technical assistance and those who understand the diversity and complexity of the American school system. □

See "Classroom Tips" for suggestions on teaching about energy.

See "Audiovisual Materials" 113 for a list of 16mm sound/color films available on the subject.

Background Reading

Continuing Energy Crisis in America. John L. Moore, editor. Contains good background information on conservation, energy economics, alternative energy sources. Congressional Quarterly. 1975. 125 pp. Available from Congressional Quarterly, Inc., 1414 22nd St., N.W., Washington, DC 20037. $5.25.

Energy-Environment Source Book. John M. Fowler. Designed especially as a teacher resource. Contains information on the social and economic implications of the energy crisis as well as technical and statistical materials. NSTA. 1975. 270 pp. Available from NSTA, 1742 Connecticut Ave., N.W., Washington, DC 20009. $4.

Energy Dilemmas: An Overview of U.S. Energy Problems and Issues. An excellent, brief, up-to-date summary of the major energy issues confronting the United States. Contains a good bibliography. League of Women Voters Education Fund. Publication #688. 1977. 39 pp. Available from The League, 1730 M St., N.W., Washington, DC 20036. Single copies, $1;5-9 copies, 80¢ each; 10-49 copies, 70¢ each; 50 or more copies, 60¢ each.

Energy Options: Examining Sources and Defining Government's Role. Covers the major energy sources and alternatives to the fossil fuels. Explains how reserves are determined, how exponential growth is calculated, and the roles of various federal agencies concerned with energy. League of Women Voters Education Fund. Publication #628. 1977. Available from the League. See preceding entry for address and price information.

Energy: The Solar Prospect. Denis Hayes. Describes direct solar heating and cooling; electrical generation; wind and hydroelectric power; biological sources, from farming of "energy crops" to anaerobic digestion processes. 1977. 79 pp. Available from UNIPUB, Box 433 Murray Hill Station, New York 10016. $2.

Factsheets. John and Kathryn Fowler. A series of 19 four-page factsheets on alternative energy technologies. Titles include "Electricity from the Sun" and "Geothermal Energy." NSTA. 1976. Single copies available free from ERDA, Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830.

Curriculum Materials

Award Winning Energy Education Activities. A collection of winning entries in an energy curriculum development contest. Contains lessons for grades K-12. NSTA. 1977. 40 pp. Single copies available free from ERDA, Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830.

Energy and Conservation Education Activities for the Classroom. Energy activites for grades K-12. EME. 1976. For a price list, write to EME, 0224 S.W. Hamilton, Suite 301, Portland, OR 97201.

Energy Curriculum Packets. Interdisciplinary energy units written by teachers. Titles include "The Energy We Use" (Grade 1), "Energy, Engines, and the Industrial Revolution" (Grades 8-9), "Transportation and the City" (Grades 8-9), "Agriculture, Energy, and Society" (Grades 10-12). NSTA. 1976. Single copies available free from ERDA, Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830. (By the time this article goes to print, NSTA will have eight to 10 new units available for trial use and review. For free single copies of these draft materials, write to "Energy Units," NSTA, 1742 Connecticut Ave., N.W., Washington, DC 20009.)

Energy-Environment Materials Guide. Kathryn E. Mervine and Rebecca E. Cawley. An annotated guide. NSTA. 1975. 74 pp. Available from NSTA, 1742 Connecticut Ave., N.W., Washington, DC 20009. $2.

Energy-Environment Mini-Unit Guide. Stephen Smith, editor. Activities for grades K-12. Contains directions for the teacher, materials for student use, and suggested ways to evaluate student achievement. NSTA. 1975. 220 pp. Available from NSTA, 1742 Connecticut Ave., N.W., Washington, DC 20009. $3.

The Energy Challenge. A set of suggested activities together with ready-to-use spirit masters for grades 5-8. Topics include energy supply and demand, energy conservation, and possible energy sources of the future. Federal Energy Administration. 1976. Single copies available free from the Energy Challenge, Box 14306, Dayton, OH 45414.

Our School-Made Solar Project

The fuel shortage last winter affected us directly at Central Senior High School in Prince George's County, Maryland. Many of us were holding classes in temporaries, freestanding, prefabricated structures that were heated by propane. The Board of Education closed several temporaries to conserve propane.

At that time, our desire to do something about the situation led us to consider the possibility of making a simple solar collector with our math and science students. We had seen a newspaper article about a type of solar collector made with beer and soda cans that were painted black to absorb the sun's energy. Placed in a glass-covered box, the cans heated the air in the box. A fan could then blow the heated air from the box into a building.

We also knew that a Central High School student had built a small model of this type of solar collector and had won first place at

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By JERRY SILVER
Science Teacher, and
KURT JOHNSON
Science and Mathematics Teacher, Central Senior High School, Seat Pleasant, Maryland.

the 1976 Prince George's County science fair with her project.

We wanted our students to build an expanded version of this type of collector, which would sit on the roof of a temporary and reduce the amount of fuel needed to heat it. When a neighbor decided to throw out a set of old storm windows, we had a solar collector cover, and we began to make plans for our project.

We included students in the design process by having them draw up their conceptions of how solar energy could help to heat the classroom. One student who had been studying about solar energy in an environmental science class suggested making the collector movable so that it could always be perpendicular to the sun's rays and achieve a maximum heating effect. Another wanted it to be curved so that a part of it would constantly be facing the incoming rays of the sun.

After several discussions about various alternatives, we agreed on an initial design. Two students who were enrolled in drafting classes at Central made detailed drawings of these original plans for students to use. Others arranged the storm windows on the ground and figured out the surface area of the windows, which gave them an idea of how much energy a collector that size would provide.

Then we asked how much energy would be needed to heat the classroom. To get a handle on this, we needed to know the volume of the classroom. Given this problem, the students began figuring the dimensions of the classroom. Part of the classroom was a rectangular solid, and they recalled enough geometry to calculate that volume. But what about the volume of the triangular solid under the sloping roof? They already had all the measurements they needed except one—the distance down the slant of the roof from the ridgepole to the top of the wall. But that distance is the hypotenuse of a right triangle whose base and height they knew. So they could use the Pythagorean theorem.

It was one of those rare moments in teaching when the teacher can calmly sit and say "glad you asked" in response to the students' question. The practical application of the theory was directly apparent.

After consulting books such as the *Energy Primer* (Portola Institute, 1975) and the *Solar Home Book* (Cheshire Books, 1976), we realized that the approximately 5.5-square-meter (60-square-foot) collector we wanted to build would contribute only a small percentage of the temporary's heating needs.

Meanwhile, Larry Hervey, a Prince George's County instructional supervisor, became interested in what we were doing and was able to obtain around $850 from the Board of Education to fund the project. This enabled us to expand our goals and build a somewhat more ambitious collector than the one we had previously planned.

We shifted from trying to build a demonstration model that would in effect be an educational toy to building something that would significantly contribute to the heating needs of the classroom. We wanted to reduce the county's heating bills enough to have the project pay for itself within a few years—which at the current price of propane seems like a reasonable goal.

With the help of our students, we redesigned the system so that it would make a larger contribution toward heating the classroom. Since we needed additional glazing material, we chose a shatterproof plastic material called Kalwall Sunlite that would be much easier to work with and would enable us to cover a larger area.

Soon our materials, which had been ordered from local suppliers, started coming in: plywood, nails, caulking compound, heat-resistant paint, aluminum flashing, fiberglass insulation, and a squirrel cage fan.

Students began collecting beer and soda cans to absorb and reradiate the solar energy we were trying to capture. We needed roughly a thousand cans. Collecting them added several side benefits to the project: We recycled cans that otherwise would have wound up as landfill, and we made a small contribution toward reducing the school's litter problem.

As soon as we had our materials together, we began building on a weekend the six 2.5 m x 1.2 m (8′ x 4′) panels that were to make up the collector. About 20 students turned out to help. By the end of the day, we had three boxes pretty well assembled. (One student got an unplanned lesson in the potential power of reflective surfaces when he got a mild but unexpected sunburn after working in an aluminum-lined collector box for several hours.)

As the project progressed, we observed interesting social aspects of the students at work. From the first day, we had two self-appointed student "foremen" who outdid each other in giving orders. We tried to help them function cooperatively rather than competitively. Most of the girls tended to shy away from the physically de-

Authors Jerry Silver (left) and Kurt Johnson and their class proudly pose before their solar heating system.

manding tasks and got stuck doing the "feminine" tasks, such as rinsing out the opened cans. Finally, we were able to persuade them to assume different roles, which most of them handled quite well.

In considering different ways of attaching what would be a 2.5 m x 7.3 m (8′ x 24′) collector panel at a 54° angle securely to the roof, which had a 15° slope, we wanted to make sure that the roof would be strong enough to support safely our collector (as well as several people working on it). After calling the county maintenance department, we got the word that we could not trust the thin roof of the building. So within a few days, Larry Hervey had arranged with the Potomac Electric Power Company to have six telephone poles donated to the school to support the collector.

The maintenance department drilled holes for us. Then, using Larry's dump truck and about a dozen students, we eased the poles into the holes. We had a little trouble with the third one, which almost crushed the roof of a nearby temporary as it swung too far while we were dropping it into its hole.

During the next couple of weeks, we completed the collector boxes and were ready to mount them on the telephone-pole frame. This was probably the most difficult part of the project and required the greatest amount of trust and cooperation among the people working on it as we lifted the massive boxes onto the poles.

We had to cover the boxes with Kalwall immediately because if it rained it would have been extremely difficult to empty out the water accumulated in a thousand opened cans.

From that point on, it was a matter of finishing up: a second layer of Kalwall, side insulation, thermometers to monitor input and output temperature, and a fan to make the heated air move. A local electrician donated a differential thermostat and installed it in compliance with building codes.

A sheet metal worker donated ductwork, and we installed a solar cell next to the collector in order to give an indication of hourly solar intensity and assist in setting up experiments to determine the collector's efficiency.

When we turned the fan on, we felt a continuous flow of warm air coming in from the vent. Even though it was a warm day, we let it run until the temperature in the classroom was well above 32°C (90°F), because we were all so excited to see the collector working.

On one sunny day, the temperature of the air coming out of the vent into the classroom reached 116°C (240° F), which literally broke the thermometer we used to measure it. On an overcast day, it measured 52°C (125°F). Even on a rainy day, it was 4°C (8°F) higher than the temperature of the surrounding air. We were quite pleased to see the system work at all—but the real test will come this winter when we try to use it to heat the classroom.

This project gave us a chance to interact with students in a new context and provided a vehicle for students to tie in what they were doing in other classes. For example, students in woodworking classes used their skills in building the collector.

It also gave us many opportunities to present concepts that are part of our regular math and science curriculums. For instance, geometry was required in studying how to tilt the collector in relation to the sun.

This year we anticipate being able to use the classroom as a solar lab. We plan to monitor the amount of heat supplied by the sun and compare it to the amount of heat needed by the backup propane system. We can study how efficient the collectors are under different conditions—such as different outdoor temperatures, different amounts of available sunlight, different times of day, and different fan speeds.

We would like to come up with an estimate of the cost of operating the system by measuring the amount of electricity required by the fan on a month-to-month basis. This will enable us to determine to what extent we have contributed to reducing the classroom's heating bills. Some important questions to be considered are: Is the system practical compared with conventional heating methods? And is it an efficient use of solar energy compared with other forms of solar heating, such as circulating water or passive systems—for example, a window facing south.

Probably the strongest message that students receive from their school about energy is the example set by the school itself. The types of energy choices made by an educational institution influence students' perceptions of what is appropriate use of energy. We hope that our students at Central High School will have a greater sense of the possibility of using solar energy in the future. □

The authors will provide additional information on this project to readers who send a self-addressed stamped envelope with their request to Central Senior High School, Central Avenue and Cabin Branch Road, Seat Pleasant, Maryland 20027.

NEA Resolution 77-13: Energy Program

The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources. The Association supports the reorganization of the federal energy administration and believes that this energy administration must combine a prompt and serious commitment to the conservation of energy resources with a provision for rapid development of renewal energy sources.

The Association urges its affiliates to support appropriate state and federal legislation and to participate in energy allocation and use-planning undertaken by state and federal resource management officials to guarantee that public schools are assigned priorities which would insure operations during the regular school year.

NIGHT CAMPUS

One night shortly before starting time for my adult class in Creative Writing, my telephone rang.

"My mother says she's very sorry," a young boy's voice declared apologetically. "But she'll have to be absent from your class tonight. She's not feeling well. Can you tell me what the homework is?"

Week after week, on the great night campus of Brooklyn College's School of Continuing Education, adult students come by the thousands, season after season—winter, spring, and fall. Year after year, the Adult Education Division and its staff have played intellectual host, confidant, adviser, and inspirational force to uncounted numbers of adults eager to improve their skills in writing, painting, dancing, public speaking, foreign languages, business management, and many other areas. A great many are housewives, many of them high school graduates who have raised their families and who are now eager to resume their education in an informal, pleasant atmosphere.

Fees are nominal. Courses run from six to 12 weeks. There are no academic requirements except the basic one—the desire to learn.

Here without the pressure of term papers and the competition for grades, students can enjoy learning for its own sake. Here many lasting friendships are born and nurtured under the stimulus of common interests and creative challenges. Here, too, talents dimly sensed or long nursed in secret can find an outlet and a sympathetic, perceptive audience.

Tired of stale Westerns, endless rounds of cards, and the weekly bowling ballet, adults come instead to class

By MORRIS SCHREIBER
Former Teacher of Creative Writing, School of Continuing Education, Brooklyn College; Presently, Associate Professor of English, New York Institute of Technology.

for their "night out," seeking a stimulating—and satisfying—medium of self-expression. Most women students come alone. Occasionally, however, a husband-wife team shows up, eager to couple talents in such activities as the execution of a tricky dance step or to test their individual abilities in a watercolor class.

Tonight in my Creative Writing class of 25, the housewives, 15 in all, make up the larger contingent. Though wise in the ways of child rearing, they must often bow to the other 10, a group that is startling in its diversity and in its variety and range of worldly experience. Among the latter are a retired FBI agent, an elderly woman naturalist and world traveler, a veteran of the Irgun (a militant Zionist underground group that was active chiefly during the period of British control of Palestine), an eminent professional photographer, an airline stewardess, the sales manager for a steel company, and an insurance investigator.

Each has a tale to tell, an opinion to state, a piece of advice to offer. Most of their written offerings are based on striking personal experiences—a desperate criminal captured, a battle waged, an air crash averted, a berserk mental patient contained, a careless little one snatched from under the wheels of a car.

The class listens sympathetically and good-naturedly to each story, character sketch, vignette, dramatization, or personal essay as the author reads it aloud. The groups are gentle, appreciative, encouraging—rarely harsh or caustic in their criticism. A mother, recounting her problems with a troublesome child, is cheered to learn that a classmate has undergone similar travail and prevailed. An older woman, bemoaning her lonely life after the children have married and gone, finds others in a similar plight who have managed to adjust to the situation.

There is sadness to share—and humor, too, with tales of explosive mirth that rock the class. A young man writes of his frantic efforts to strike up an acquaintance with a pretty girl on a subway. The nurse tells of her matchmaking efforts to find a husband for a lonely widow convalescing in her ward.

Through draft and redraft, through trial and error, in serious as well as comic vein, the students slowly formulate guidelines for successful writing. They learn to seek and delineate motives for human action. They probe the hidden recesses of character. They train themselves to observe more sharply, to listen to the rhythms of everyday speech, to develop an ear for dialogue. They strive for freshness and originality of expression, all the while struggling to eliminate the flat and the colorless from their writings.

Studying and portraying the complexities of human behavior, they develop a feeling for people, a keener understanding of their problems, and a sense of compassion for their sufferings—a quality which Tolstoi called "the social conscience" of the writer.

Here is a case of "conscience" at work—a woman writer reviewing her first distasteful impressions of an unfortunate young man who is a spastic. Looking at him in a new perspective, she reshapes her conception of him, writing, "It took longer for Jonathan to chop a pile of firewood than for the other men at the lake, but surely the fire in his home burned warmer and brighter with the will and determination and courage that fed the flames."

Another housewife analyzes human behavior with devastating clinical precision. Here is a portrait of a conniving, greedy woman who has secretly saved for years at the expense of her family so that she could buy a luxurious fur coat. When the coat is finally hers, she assesses it:

> Her heart hammered against her ribs as she stared back at the old woman in the mirror. . . . She wept silently, wept for the old woman who had waited for today and had let all the yesterdays slip by.
>
> She hung the coat back on its hanger, covered it with a long sheet, and pushed it back in the closet. It was an enemy now. It had robbed her of her youth and of every human feeling. It would hang out of sight now . . . and perhaps in time she would forget it.

Reliving an agonizing moment of decision, a third woman writes of a dilemma confronting her father in his tortured past. Only one passport is available to her family, which is awaiting deliverance from the Nazis. Who shall be the one to go? Her father pronounces the unassailable verdict:

> "I have to be the one to go to America. Yes, I, your father! *I* will go there, and I will seek out every relative and every acquaintance I may have there and I will plead with them until I obtain affidavits for all of you!"
>
> Father looked from face to face, expecting some kind of comment, but getting none. We just sat there spellbound, waiting for the next word.
>
> "There will be those," Father explained, "who will say that I deserted you, my wife and my children, when you most needed me. You must, therefore, always remember that what might seem like desertion now is only an act to ultimately tie us closer together."
>
> America, 1962. The fact that my family and I are here today and able to relate this incident bears out my father's promise.

What are the sources of material for such richly creative pieces? Upon what do students draw for ideas and inspiration? Personal experiences are a major source, but art, music, science, literature, the daily newspaper, and other resources stimulate and stir these writers to creative activity.

A young man who sees a beautiful seascape in an art dealer's window writes a descriptive sketch of the view. Another student, hearing a lovely Beethoven sonata on the radio, writes a mood piece describing her emotional reactions to the music.

Thus in creative writing, my students try their hand at interpreting their world. Very few plan to offer their work for publication or are even interested in doing so. Most write for emotional and spiritual release, for the pleasure of setting their thoughts down on paper and sharing them with others. Occasionally, the more gifted ones go into such fields as journalism or writing for the stage or television.

Taking stock at the last session of the course, which is always Open House for friends, relatives, and new talent, the "graduating" group counts up its major gains. Over the years they have agreed that they have developed the ability to—

Take the raw stuff of their own and others' experience and by artistic selection and arrangement impart originality and creativeness to it.

Judge their peers—and be judged by them—in a mutually helpful way.

Make the most of their talents, particularly their unique powers of imagination. □

When I opened my practice in clinical child psychology several years ago, most youngsters who were referred to me were aggressive and poorly motivated "spoiled" children. These were the cases no one else wanted to work with because they "would not respond to treatment." I, too, found that these children did not respond to the usual play therapy efforts. I bought more and better toys in order that they could more fully express their anger, play out their internal conflicts, and begin to experience themselves more positively. I told parents and teachers that they should be patient, for "symptoms tend to get worse before they get better." But the symptoms of these children never did improve. Rather than anxious and insecure, these children often seemed to be comfortable, confident, swaggering bullies.

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At this point, I threw out all assumptions with regard to cause or treatment and frantically began to try other approaches. Immediately it became evident that problem behaviors changed most readily with a combination of coaching parents and working closely with school personnel to build a behavioral reshaping program.

I have found that in middle-class families most children learn immature behavior patterns in a home atmosphere of too much acceptance, permissiveness, and indulgence. Because the parents have, in effect, run a "give-away show," the children relate to the world in a distorted way. They acquire the self-image of "crown princes," an image that soon turns them into "child tyrants." These children have not only been allowed to be self-indulgent and self-centered, they have also been allowed to control excessively and become powerful. They use their power to keep life comfortable, easy, and on their own terms. In effect, they use their power to maintain their infantile behaviors.

These children move toward adulthood unable to defer immediate gratification, to enter into give-and-take relationships with others, or to recognize that they are only one part of a family or class and not the center of the universe. Most important of all, they are unaware that they are responsible for their own behavior. Thus, they are unable to receive negative data and to self-correct.

Without early remediation, the likelihood that these children will ever become fully functioning adults is dim, for disorders of character development tend to be insidiously progressive and increasingly destructive. By definition they grow continuously worse as they continue to behave like three-year-olds throughout childhood and into adulthood. Thus this "spoiled" child, who has been so beloved and is often bright and advantaged, slips forever downward in each encounter with life. He or she becomes a true cripple educationally, vocationally, socially, and emotionally, unable to hold a job or to effect a loving adult relationship.

Unspoiling The Spoiled Child

The cost is also high to families, which are absolutely shredded by living with this sort of child, and to schools and communities, which are victimized in a variety of ways, from the depletion of instructional and mental health resources to massive vandalism.

Teachers report that even one, two, or three such children in a class of 30 can drain off 25 to 50 percent of their teaching energies. In special education classes, most of the children tend to have this imbalance of functioning to a significant degree, so that children who are truly frightened and withdrawn or who have severe learning disabilities frequently do not get the help that they need due to the preempting press of immature, aggressive, acting-out children.

From my experience in working with these children and their families, I have come to view this phenomenon of stalled development as very different from neurosis. It has a different cause and certainly requires different treatment. What I have come to call immature character development is essentially synonymous with what some have called character disorders and others have called psychopathic personality. The keystones of the phenomenon are the same: limited guilt and anxiety and lack of response to traditional treatment. When identification is made early enough and when the treatment can be sufficiently comprehensive and intense, I find that immature character development is highly treatable. I recommend behavioral analysis and management (using contingency intervention) as the treatment for those with immature character development.

Many advocates of behavior modification are uncomfortable with the whole issue of causes, feeling that it is irrelevant to treatment. Yet I have found that in order to involve parents and teachers fully in intensive and often difficult intervention, I have had to deal with causes by reassuring them that the contingencies being used will in no way harm the developing psyche of the child, who probably has an ego like a rock!

These parents and teachers are operating in a culture that still regularly emits the message that nearly all psychopathology arises from anxiety and insecurity. Without an understanding of the causes, all too often a truly crucial team member, such as a teacher or parent, gets lost in the middle of the contest for control.

As the child fights to maintain his or her immature behavior patterns, parents are prone to reach out to a practitioner who would place the child in individual therapy and would probably remove the parents from all the conflict that is a part of a successfully therapeutic power struggle. In a family with an aggressive child, there is no way this contest for control can be free of conflict.

Without the use of early remediation, the likelihood that these children will ever become fully functioning adults is dim.

Parents and teachers must also understand that augmentation of anxiety is central to the treatment of these children. Without an appropriate level of anxiety, they will not have the emotional foundation for self-improvement and growth. Balanced living requires an optimal mixture of security and insecurity—together.

The following are the basic characteristics of children with immature character development:

1. They avoid effort unless it is "fun."

2. They are unable to finish a task that involves overcoming obstacles, because of impulsive immediate gratification patterns.

3. They constantly need to be the center of attention and will act out to accomplish this.

4. They display aggressive, manipulative behavior to maintain control or to effect an easy advantage over others. They are takers rather than givers.

5. They tend to abandon peers if they are unable to dominate them. Also, they frequently prefer playing with younger children in order to be able to have their own way.

6. They constantly, even frantically, test limits with adults.

7. They have limited self-evaluation skills and show great confidence in themselves without possessing any real competence. They have no sense of need to improve themselves.

8. When things go wrong, they tend to blame others.

9. They have limited tolerance and will "blow up" or have a tantrum when things get difficult.

10. They resist change and cling tenaciously to control so they can keep on behaving in all of the infantile ways listed above.

It is apparent that a child with this imbalance behaves very differently from the frightened, neurotic child who has a poor self-image and an abiding hunger to be found adequate and acceptable.

Distinguishing a child with immature character development from one with a learning disability can be more difficult, for the learning-disabled child seeks to avoid failure and thus may show a similar avoidance of academic involvement. This child may also demonstrate "short-fuse" behavior due to his or her constant discouragement and frustration. Yet, the child with learning disabilities rarely demonstrates many of the other behavioral traits detailed above.

It must be remembered that no one is neurologically perfect, and nearly every child has some learning disabilities. Usually the key to whether these become major impediments to the educational process is the level of motivation the child brings to his or her involvement with difficult material. Determination and persistence are essential in the effort to keep a slight perceptual or processing defect from becoming a major learning disability.

In my experience, most children whose learning problems are major have poor work habits as a primary rather than as a secondary problem. Another diagnostic sign is that both the anxious neurotic child and the child with a true learning disability tend to benefit from positive involvement. They glow and grow as the caring teacher relates to them in a

supportive fashion. In contrast, the child with immature character development tends to assume that special consideration is his or her natural right. Thus extra teaching support is fuel not for growth, but only for maintenance of his or her destructive status quo.

If a child with immature character development has mild symptoms and is young (grades K, 1, or 2), the teacher can probably lessen his or her behavioral problems in the classroom using basic contingency management:

"Until you have finished this page and I have checked it, you cannot go to the science table."

"Until your behavior improves, you will have to work at the desk in the corner and face the wall."

"If you refuse to take turns, you will have to sit on the bench."

The teacher can also use powerful group-based management techniques such as "When you get 100 points, you can bring your hamster to school for a week. You can earn as many as five points a day for working hard and finishing your papers, and five more points for not pushing and hitting at recess." (It is assumed that other class members are eager to have the animal in class and thus will cue the child to improve his or her academic and social behavior.)

When the school year is beginning, the teacher who knows he or she has inherited a child with immature character development can avoid an agonizing, long struggle by orienting the child immediately and firmly to the new class. "In the first grade, you will not be able to behave the way you did in kindergarten, for we have so much to learn. You will be able to sit with the rest of the children only if you are working and behaving like a first grader."

If these in-class remediation efforts are not effective, it is time to get more help from administrators, school psychologists, counselors, etc. They can help with the design and administration of more sophisticated behavior change strategies, such as token reinforcement systems, "time-out" procedures (isolation from interesting stimuli and involvement), or even systematic exclusion from school.

If the immature behavior is much more severe or the child is older, it will probably be necessary to turn to the home for the backup reinforcement that cooperative parents can provide so effectively. First, it is necessary to meet with the parents in order that they understand the nature and extent of the problem. Probably they will be conscientious parents who have "spoiled" their child by trying too hard to be perfect parents. This is a common parenting pattern, because in recent years parents have been steadily encouraged to be permissive in child rearing. These parents will usually cooperate in a positive program for their child if school authorities present solid data that indicate the imperative need for new behaviors in their child.

Once the parents are ready to work with the school, a simple system of feedback can be set up to let them know how the child behaved at school every day. With these data, they can set the amount of free time, television watching, dessert, etc., the child may have depending on his or her day at school. Unless the child is totally unresponsive to such behavioral reinforcers, parents need not use punishment. The withdrawal of regular privileges or "goodies" the child enjoys after school and during the evening is usually sufficient if done consistently and with a "we mean business" attitude.

A simple feedback system might be a daily "report card" that has a place for the date and a list of the times of the school day or the subjects the child is taking. From three to eight times are customary, with fewer for the younger child (before recess, after recess, etc.). The teacher rates each time period or subject on a three-point scale and may show ratings for effort and behavior separately. A teacher can use any rating system that is quick, understandable to all, and not easily filled in by the student. The teacher rates the child and explains why the rating was given; if time allows, the teacher also cues the child as to how he or she can get a better rating next time.

The older child can have the responsibility of taking the card to all his or her teachers and of bringing it home each afternoon. If the child (of any age) does not bring the card home, the parents should assume that it was a poor day and respond accordingly.

If the parents involved are not conscientious and cooperative, it is quite difficult to put together a successful school/home feedback sytem. A child with immature character development often has a "chaotic" home life. Here either the parents do not function together or the principal parent is not a well-integrated person. In the resulting chaos, the child usually is able to maintain baby behavior just as easily as the child who is conscientiously indulged. When this pattern is evident, the help of a mental health professional may be necessary.

A strong note of caution! Most mental health professionals are prone to assume that all pathology arises from insecurity and anxiety. Treatment aimed at augmenting security makes a disorder of character development worse. Likewise, in my opinion, individual therapy with these children clearly is not the treatment of choice. Children who are already too comfortable and confident are not helped by professionals who hang on their every word and counsel parents and teachers to remove pressures from them. These aggressive children do not benefit from a process that encourages further acting out of their angry impulses. Rather they need to be trained to develop basic life competencies and to respect the realities of community living and the rights of others.

Therefore, it is necessary for the referring school person to know well the professional style of the mental health worker who is called in. Generally someone who operates with a strong measure of old-fashioned common sense will be the most helpful, especially if he or she has a good working knowledge of basic contingency management procedures.

Finally, I should emphasize that I am not talking about pushing children into a mold. Rather, I am concerned about their moving through life without a reasonable degree of basic human capabilities. It seems that our society has become so preoccupied with protecting our children from frustration and stress that we have deprived them of the strengthening insecurities and coping experiences that life requires for well-balanced functioning and growth. □

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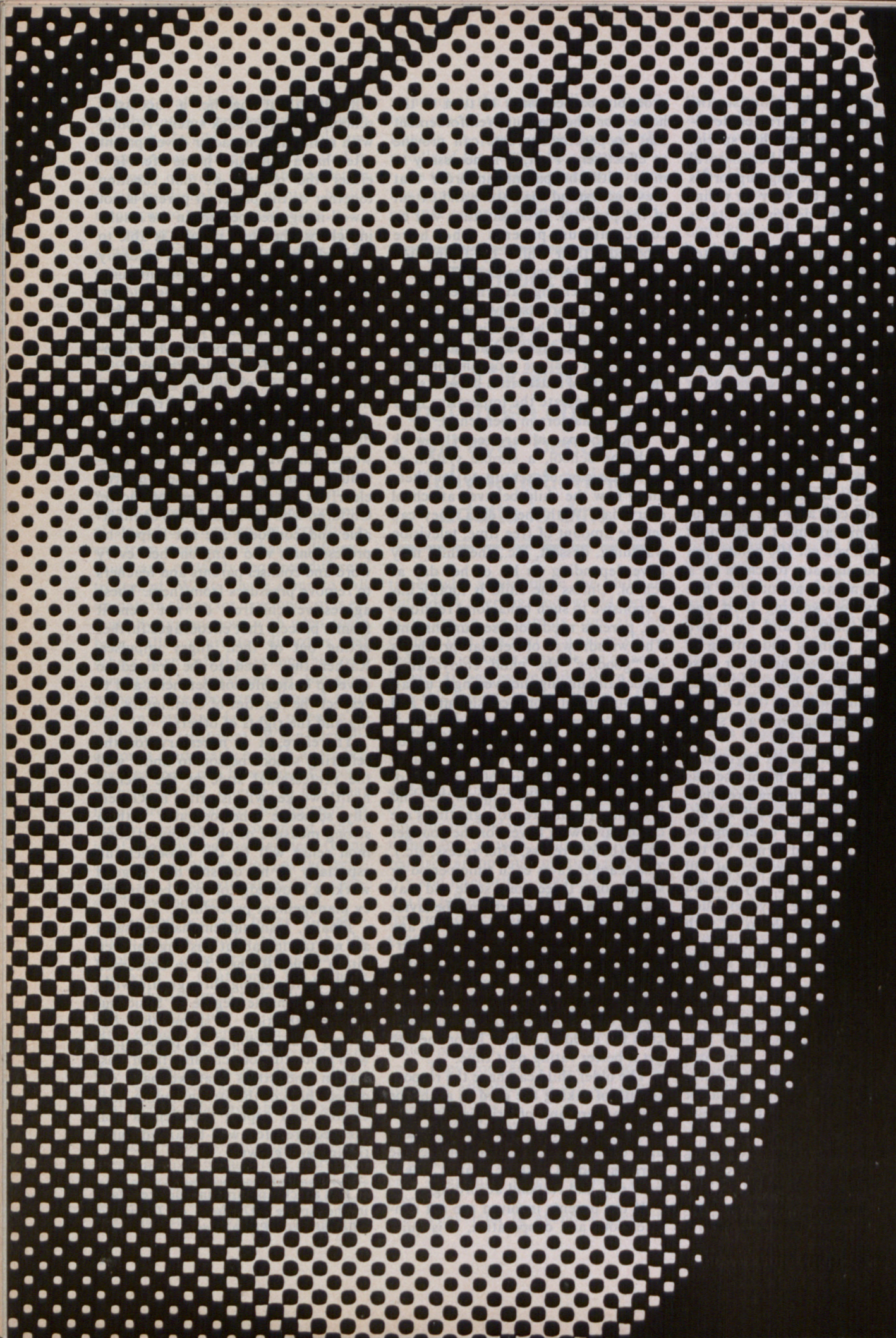

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THE STUDENT SUICIDE EPIDEMIC

"Dear Mom and Dad,

"I've thought it over carefully and I've decided life is just too much of a hassle. Please don't blame yourselves, you've tried really hard and I know you love me and I love you. I just want all of the feelings to stop.

"P.S.: I fed Buffy and changed her litter box. Please take good care of her for me."

This is the suicide note of a 16-year-old girl.

Depression and suicide among American youth have become massive health and social problems that are reaching epidemic proportions. Suicide is the third most common cause of death (after accidents and homicides) in young people between the ages of 15 and 24. Each year, more than 4,000 people in this age group kill themselves.

Notwithstanding these alarming figures, most researchers agree that the number of adolescent suicides is underreported because of social and familial considerations. Also, it is extremely difficult to estimate the number of presumably accidental deaths that are actually conscious or unconscious suicides.

National statistics which reveal that the annual rate of suicide among teenagers aged 15 to 19 more than tripled from 1954 to 1972 illustrate the growth of the problem. Suicide is reported rarely in youngsters before the age of 14, but at that age, there is a sharp rise in the frequency of both suicide attempts and suicides.

Today's educators working with teenagers are often among the very first individuals who

have an opportunity to recognize the symptoms of depression and other indicators of possible suicide. To be alert to premonitory signals, educators need to be aware of the following facts.

- First, the old adage that those who threaten to commit suicide or that those who make a suicide gesture will not succeed is untrue. Currently, it is estimated that the ratio between suicide and attempted suicide is at least as high as 1:10. And, the majority of those who commit suicide do so on the first attempt.
- Second, fewer adolescent boys than girls attempt suicide, but when they do, they are more likely to succeed in killing themselves than are girls.
- Third, the suicide rate varies with the season of the year and with the time of day. More suicides occur in late spring and early summer than in other months. This seasonal increase correlates with the reported higher incidence of depression at that time of year. Also, teenagers most frequently tend to commit suicide between the hours of 3:00 p.m. and midnight, whereas adults tend to commit suicide between midnight and dawn.
- Fourth, most teenagers attempt suicide at home.

Teenagers of both sexes prefer attempting suicide by taking overdoses of drugs. Commonly they use the tranquilizer Valium; aspirin; antidepressant medications; and sleeping tablets, particularly those that contain barbiturates. Boys, however, are more likely than girls to use violent methods—shooting, hanging, cutting the wrists, or jumping from heights.

Attempted suicide and suicide are almost always the result of mental illness, even though the mental disorder may be transient, as is often the case with teenagers. Depressive illness is the most common cause of attempted suicide and suicide, and hysterical-neurotic conditions are the second most common cause. Although the hysterical "suicide gesture" may not be a serious attempt, it may, unfortunately, be successful, and the teenager may die even though he or she had not planned to.

The apparent large increase in the incidence of depression in teenagers is a relatively recent phenomenon. Until the last decade or two, depression was considered primarily to be a mental disorder of midlife or old age. Beginning in the 1960's, however, an increasing number of reports of depression in college youths appeared in the scientific literature, and some epidemiologic studies during the last few years have shown that depression is a common disorder among the young. This shift toward younger age groups is an ominous sign, since it portends a piling up of predisposed, vulnerable persons who will be at high risk for depressive illness and suicide later in life when they encounter disappointments and frustrations.

The classic symptoms of depression in adults are lowered mood, feelings of powerlessness or hopelessness, indecision, aches and pains, changes in eating habits involving loss of appetite or overeating, loss of interest in sexuality, and a change in the sleep pattern. The change in the sleep pattern is a significant symptom of depression that may take many forms: difficulty in falling asleep, early morning awakening, or oversleeping.

Adolescents may not display the typical symptoms of depression that have been listed for adults. Depressed teenagers are at high risk for suicidal behavior because they tend to be more action-oriented than adults. Thus, the teenagers' despair may be manifested primarily by behavioral changes rather than by the apathy and listlessness displayed by adults.

In a 1975 issue of *Psychiatric Opinion*, J. A. Motto, M.D., explains:

> The pervasive "action-as-communication" and the intensity of the "now" orientation of adolescents have special pertinence to suicidal behavior, by combining to generate the impulsiveness that constitutes both a charm and a bane of this transition period. When, for an adolescent, death is still a somewhat romanticized notion without a firm sense of finality, resistance to self-destructive impulses can be remarkably low, and such impulses may be indulged as a challenge to fate and a way of reaffirming a vague sense of immortality.

Educators should suspect declining school performance, disruption of a teenager's peer-group activities, and even frantic overactivity as evidence of possible depression leading to a suicide attempt. In a 1974 issue of the *Canadian Medical Association Journal*, B. D. Garfinkel, M.D., and H. Golombek, M.D., point out that "frequently the child's teacher is best able to recognize the subtle behavioral changes resulting from depression, and because of his status in the community is the first person outside the family in a position to take action. Whether the teacher counsels the child or not, recommendations for professional counseling from the teacher will be specially regarded by the child and his family."

The following *depression alert* list, which includes a number of items mentioned by other researchers in the field, may help alert educators to teenagers who are depressed:

1. Declining school performance coupled with expressions of apathy and helplessness.
2. The recent loss of a loved one, particularly someone in the family.
3. Abrupt change in behavior ranging from some degree of hyperactivity to social isolation.
4. Indicators of a change in eating or sleeping habits, such as excessive sleepiness.
5. Familial disruptions, such as divorce or other changes within the home.
6. Evidence that the teenager is being disparaged in the home.
7. An absence of affiliations with parental figures, religious groups, etc.
8. Impulsiveness.

Educators need to keep in mind that children and young people can become depressed to the point of desperation. These troubled children come from all socioeconomic levels—including "very good and successful" families. Often they leave subtle or even obvious clues

"P.S.: I fed Buffy and changed her litter box. Please take good care of her for me."

regarding their suicidal ideas or plans with the hope that someone will respond to their cry for help. If a teacher is sensitive to these messages, effective preventive action may be taken.

Teachers should trust their own subjective feelings in assessing a potentially suicidal young person. Often gut reactions are the most sensitive yardstick for this assessment. Teachers may have an uneasy feeling that a child might hurt himself or herself. They should respond to this inner feeling and not minimize or ignore the situation.

Teachers can share these feelings confidentially with a counselor or other trusted colleague. Also, they can openly share them with the young person and can actively assist the student to find help.

Educators need to come to terms with their own internal feelings and ethical values concerning suicide. Most people, at one time or another, have had suicidal thoughts or fantasies. If teachers deny or suppress these feelings, this denial might interfere with their ability to recognize these feelings in others and hinder their effectiveness in helping the suicidal student.

The most frequent problem in helping the suicidal young person is the denial on the part of parents, relatives, friends, and educators that a dangerous situation exists. It is not uncommon for obvious clues to be ignored and pushed under the rug.

Teachers are often with their students almost every week for a period of months. Because of this long-term regular contact, they are in a good position to notice marked behavior changes.

Whenever teachers observe such changes, they should explore the situation.

Here are some examples of marked behavior changes.

- An outgoing child or an obnoxious child suddenly becomes quiet, sullen, and withdrawn.
- A hostile child suddenly becomes overly solicitous and ingratiating toward the teacher and peers.
- A quiet child becomes very active and restless or perhaps becomes the clown. Clownish behavior may be a mask for underlying depression and helplessness.
- A child gradually becomes preoccupied with ideas and thoughts of death. He or she may say, "Oh, I don't care. I won't be around anyway to find out what happens." "I would like to sleep forever and never get up." "Who cares for tomorrow; there won't be a tomorrow." Or "Sometimes I would just like to take a gun and blow off my head . . . but I'm only joking."

Potentially suicidal youth sometimes admire individuals, especially famous people, who have committed suicide.

Teachers might remember that any young person who abuses drugs and alcohol is potentially a risk for suicide. Frequently, drug or alcohol use is a symptom of underlying feelings of hopelessness, helplessness, anxiety, or depression.

In relating to suicidal young people, teachers might consider that suicidal children and youth are frequently grieving over a loss: loss of human contact, loss of love, loss of face, or loss of ideals. Material things cannot compensate for this feeling of loss; only a relationship with another human being can remedy the feeling to some extent.

Human contact is the best method for helping individuals who have active suicidal thoughts or have attempted suicide. These young persons need to know that they can call someone anytime—day or night—when they have feelings of desperation. A relationship with another human being may be the only thing that keeps them alive.

The best technique for helping them is allowing them to open up their hearts and tell what is troubling them. Perhaps they might tell very little, but the amount is not as important as the presence of a compassionate listener who will permit them to express feelings such as anger and resentment.

If a young person shares suicidal thoughts or desperation or sorrow with a teacher, it is important for the teacher to refrain from lecturing and moralizing. Pontification and moralization only increase guilt and tend to deepen the gulf between student and teacher.

It is also important for the teacher to refrain from patting the young person on the back and saying, "Oh, everything will be OK. Don't worry about it." Nothing will be OK because of a pat on the back. An OK feeling develops only gradually as an outgrowth of a teacher's patience with and empathy for a potentially suicidal youth.

Teachers should be honest and straightforward in dealing with these youngsters and should never promise anything that they cannot deliver.

If the burden of carrying the sorrows of a young person becomes too heavy for the teacher, or if it becomes necessary for the youth's sake to get more help, the teacher might have to share information with a school counselor, the principal, or a colleague. When the teacher takes this step, he or she should let the young person know what will be said. *It is very important to maintain the young person's privacy.*

The teacher should also tell the young person that it is very important that the parents become aware of the seriousness of the problem. The teacher can arrange to have a meeting with the youth and the parents.

If the problem is more than the school can handle, the teacher should encourage the young person to get in touch with a mental health agency.

Thus, teachers should not be hesitant to call a child guidance clinic. Although they are not psychiatrists or psychologists, they can build a bridge between young people and these mental health professionals.

After referral to a professional person or agency, teachers should keep in touch with the teenager and be available to him or her. Of course, if the young person does not want to share his or her feelings with the teacher after starting therapy, the teacher should not push the youth to do so and should not feel rejected.

It is common for children and adolescents who feel rejected to reject the people who are trying to help them by getting mad at them, ignoring them, or avoiding them. If this happens, the teacher can realize that the occurrence is not uncommon and can continue to be interested in the young person while at the same time according him or her the privilege of privacy.

In summary, human contact and empathy, the ability to listen, and decisiveness when there is a sense of danger are the most important remedies for treatment of potentially suicidal children or adolescents. □

Exploring the EXOTIC EAST

"I have fond memories that will help to broaden my life and perhaps the lives of others and will help to make me a better and more understanding person. I shall never be the same again." This is the reaction of Frances Richardson, a guidance counselor from Idaho Springs, Colorado, to the first NEA International Institute in Japan/East Asia.

Twenty-seven teachers from all over the United States took part in the 12-week travel-study program. Most were on sabbatical leave from their schools and were broadening their outlook and professional competence through participation in the Institute. Most had never before been to Asia and had never seriously studied Asian society and culture.

We were fortunate to experience firsthand the three major cultures of East Asia—China, Korea, and Japan—and to note their many commonalities, based on their roots in the great civilization of ancient China. But we also realized how different the three societies are and how different from each other Koreans, Chinese, and Japanese are.

Members of our group were education specialists, a school nurse, a librarian, a counselor, and teachers of various subjects, including art, music, science, and mathematics. We learned not only about education and society in East Asia, but about the complexity of American education. We discovered how differently schools are run in different parts of the United States as well.

We also learned something about group dynamics as we lived and traveled together for 12 weeks. There were the usual minor conflicts and personality clashes, but the more we traveled, the closer we became.

We met for the first time on September 13, 1976, in Los Angeles. There we took a flight to Honolulu, Hawaii, to spend the first week of the Institute at the University of Hawaii. Specialists in East Asian society, culture, and education briefed the group on what to expect in its travels. In addition, Institute participants visited local multiethnic schools, museums, and other places of educational and cultural interest in Hawaii—a state in which about half of the population has ethnic origins in Asia.

The focus of the Institute was on Japan, where we spent most of our time, approximately eight weeks—five of them in Tokyo.

In cooperation with Sophia University in Tokyo, the University of Hawaii offered participants three credits for the course Educational Foundations 671, "Comparative Education: Asia." To receive the credits, members of the group took part in the Institute's core program (lectures and seminars at both universities and certain school visits) and completed individual study projects, for example, papers comparing different countries' treatment of some aspect of education.

Participants could also opt to take an additional three credit hours from the University of Hawaii. This required a special research project agreed upon by the Institute director and the participant.

During our first three weeks in Japan, we had a lightning course in conversational Japanese. These lessons were designed to help us get along in Japan and to give us a feel for the Japanese culture through its language.

During our stay in Japan, we visited schools from primary through secondary, including special schools for deaf and blind children. We also met with officials from the Japan Teachers Union and the Japanese Ministry of Education.

School visits often began ceremoniously—the whole school might come out on the playground and sing for us. Our hosts would set out a formal schedule, with time reserved for questions. Often teachers would come and talk to us during their breaks. Students, too, were eager to talk—in elementary school through an interpreter, in high school using their own English or with the help of a teacher. Sometimes we'd communicate through notes with a student who couldn't manage spoken English.

"I didn't see any sign of discipline problems," comments first grade

By VICTOR N. KOBAYASHI
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teacher Roberta Whittaker. "Their equipment stays like new, even though there are 45 or 50 pupils in a class. Classrooms are very structured. Textbooks are used for first grade art. The teacher demonstrates a project, and the children copy it from the book.

"At schools in the Tokyo suburbs, we were greeted with gifts of scrapbooks and origami the pupils had made for us. Sometimes mothers had come in to help the teachers serve us tea. Other schools, however, shared some familiar problems; teachers said parents of troublesome children seldom show up for meetings."

"In Japan, education means a lot of prestige. It leads to a respected position in life," points out Joe Akiyama, a Denver elementary teacher. "Put in practical terms, a scholar can get a good job at the University, for example. So the pressure on students to get into the "right" high school, particularly into Tokyo University, is terrific. Only nine years of school are compulsory, but almost everyone goes longer due to its importance.

"Unlike the United States," he points out, "Japan is still a very stable society. People expect to work for the same employer all their lives. So having their goals clearly defined gives the students a sense of security.

"Yet the curriculum in general is not very different from that in the United States.

"Education has to suit the society," concludes Mr. Akiyama. "We can learn from each other but not superimpose one system upon another."

Clarice Andreozzi, who teaches sixth grade math in Massachusetts, was struck by the amount of time the children spend in school. "Regular school is five and a half days a week. Many youngsters attend classes after school and on Sunday, preparing for exams to insure entry into a good high school."

Most of the members of the group stayed overnight with a Japanese family. At least one person in each family spoke English, but in other respects the families differed widely, from wealthy and westernized to rural and traditional. Group members returned with stories of the lengths to which the Japanese will go to affirm the sacredness of the host-guest relationship.

We sat in lecture halls in Sophia University, a Jesuit institution, listening to famous international scholars interpret for us various aspects of Japanese life, from foreign policy to haiku poetry. "A lecturer would mention something—say, about the changes in women's role," says Roberta Whittaker, "and then we'd see an example of it for ourselves." We even heard a lecture by the president of the University, Joseph Pittau, on the Japanese school system: an unusual treat.

We walked through the huge studios of Japan's educational TV station, NHK, and saw a historical drama being videotaped. We toured one of the largest and most prosperous "cram schools" or *yobiko* in Japan—an unofficial school to help students pass university entrance examinations and a symbol of the extent to which the Japanese prize a diploma from a prestigious university. In Tokyo, we also visited the new United Nations University, authorized by the General Assembly in 1974.

After we'd been in Japan, we visited Korea for a week. At that time, Ford and Carter were having their TV debates, and we were frequently asked by members of our host group and NEA counterpart, the Korean Federation of Education Associations, "Will Carter really withdraw American troops from Korea?" Of course, they knew that the NEA was endorsing a Presidential candidate for the first time in its history and that the NEA's choice was Carter.

During our stay, we visited several private schools and discussed Korean education and culture with local educators.

"From our windows we could see a girls' school having a ceremonial opening every morning," notes Joe Akiyama. "School is open six days a week, 40 weeks a year—it rates a high priority. If a pupil is disobedient, discipline comes from the home as well as the school.

"The system is less competitive than in Japan—so far, only six years of school are compulsory—but as in Japan, most pupils continue beyond this requirement."

Clarice Andreozzi noticed the good rapport between students and teachers. "They joke with each other; it's relaxed and cheerful. A lot of student artwork is on display, and the schools we saw were sparkling clean—and, as in Japan, the students themselves are responsible for cleaning the building. At the end of the day, the Korean kids would get out aprons and brooms and set to work."

"Girls and boys go to separate high schools in Seoul," notes Roberta Whittaker. "In the boys' high schools, rifle drills seem to be part of the gym program, and the girls' high schools seem to be training the students to be good wives. Cooking, sewing, and playing a musical instrument are added to the other subjects. The girls were very eager to find out what American students' lives are like, what American girls do in their free time."

We traveled through the lovely countryside in the southern provinces of Korea, strolling through ancient temple grounds and palace sites in the Silla dynasty capital of Kyongju. Then we found ourselves walking soberly among the graves of soldiers from many lands in the United Nations cemetery in Pusan.

We flew on to Hong Kong and visited the government for a briefing. Then in late November, we American teachers were in the People's Republic of China, bouncing about in a bus on a narrow paved road, weaving our way through the fertile countryside outside Kwangchow (Canton). The neatly cultivated fields of South China lay before us: fields of sugarcane, rice, oranges, bananas, pineapples, peanuts, lotuses, radishes—with groups of cheerful peasants working diligently in them.

Our hosts for our stay in China were the six guides of the Kwangtung Province Branch of the China International Travel Service, who escorted us every day in our visits. All spoke English and were most courteous to us during our stay.

We crossed the Pearl River by ferry, with the bus accompanying us, reboarded, and then drove off to our destination: the People's Commune of Kwang Li. We were greeted by one of the commune directors, who whisked us off to a reception room for hot tea to refresh us after the three-hour ride from the city. Dressed in baggy pants and drab jacket—the standard dress of people in the city as well as in the countryside—she proudly told us of the farmer's advances and "struggles"

(we heard that word often in China) since the Liberation of 1949, when Mao Tse-tung established Communist Party control over mainland China. Later, as our week in China progressed, we found the themes of "before and after Liberation" and "before and after the Great Proletarian Cultural Revolution" repeated as we visited factories, farms, schools, and even parks.

We had a sumptuous lunch—soup, fish, roast goose, tender Chinese broccoli, chicken—all freshly prepared and commune-grown. We delighted in the repast, which was not unusual for our stay in China; we were served a remarkable variety of five-course feasts—fresh vegetables, large prawns, poultry, fish, beef—served with a choice of Chinese beer or orange soda.

In the commune, we met three young men and three young women, ages 18 to 25, who were "educated youth," school leavers who had finished nine years of primary and middle schooling. They were assigned to work and study alongside the peasants in the countryside for at least two years. When we asked the youths what they enjoyed doing the most, they replied, without any trace of cynicism, "We like to do whatever the Party desires us to do to serve the people." Everywhere we went, educators and students emphasized the individual's need to make selfless contributions to the welfare of the people.

Besides the commune school in the countryside, we visited schools of all sorts in the city of Canton itself—from day-care centers to workers' colleges. In the kindergartens and primary schools, the younger children put on delightful performances for us: music, dances, and skits. Unlike the adults, who all wore dull, neutral-colored clothes and no jewelry or cosmetics, they were clad in colorful costumes, and their faces—even those of the boys—were made up with rouge and lipstick.

Everywhere we heard expressions of support for Chairman Hua Kuo-feng, who succeeded Mao, and of repudiation of the "revisionist line" and the Shanghai "Gang of Four" who are said to have tried to gain control of the Communist Party. The school bulletin boards, without exception, had posters with drawings denouncing the Gang of Four. One of them showed Mao's widow, Chiang Ching, decked out in bourgeois clothes, high heels, make-up, and jewelry, with a camera around her neck: the quintessence of bourgeois decadence. We even observed first grade children drawing cartoons of the Gang of Four being stepped upon by a large shoe representing "the people."

We were shown experimental attempts in schools "to combine theory with practice" and "to combine productive labor with study." We visited a middle school in the city and its branch school about 25 miles away in the countryside, where students worked in the fields—cultivating crops and raising hogs and poultry—while receiving instruction in horticulture and botany. The students spend two to six months each year at the branch school, living in dormitories on the farm, then return to study at the city school.

Academic standards in the schools appeared high. Written examinations were deemphasized; for example, a student's examination in electricity would be to wire a building.

As in Japan and Korea, classes that we observed were generally large—often 40 to 60 students. We also noticed that as in Japan and Korea, English was taught from the middle school level, but unlike the Japanese and Koreans, the Chinese emphasized oral English and phonetics. Japanese and Korean students usually studied written English; the written examination systems of these two countries, especially for college entrance, helped to bring about this situation.

Chinese educators told us that part of the revolution in their educational system was elimination of the traditional practice of studying for examinations and of surprise exams with questions designed to trick students. Applicants to colleges or universities were admitted only after serving at least two years in the countryside upon completion of senior middle school. They had to be recommended by the peasants in order to be accepted.

Here is a society with an educational system that is most different from ours, and with aspirations that challenge some of our most cherished values, while also pursuing, at times relentlessly, ideals that we also espouse. It denies our individualism, free enterprise, and privacy. It emphasizes practicality; productiveness; cooperation; and economic, sexual, and racial equality—values that we also esteem. It is a society with a strong sense of mission that is at times enviable, at times frightening.

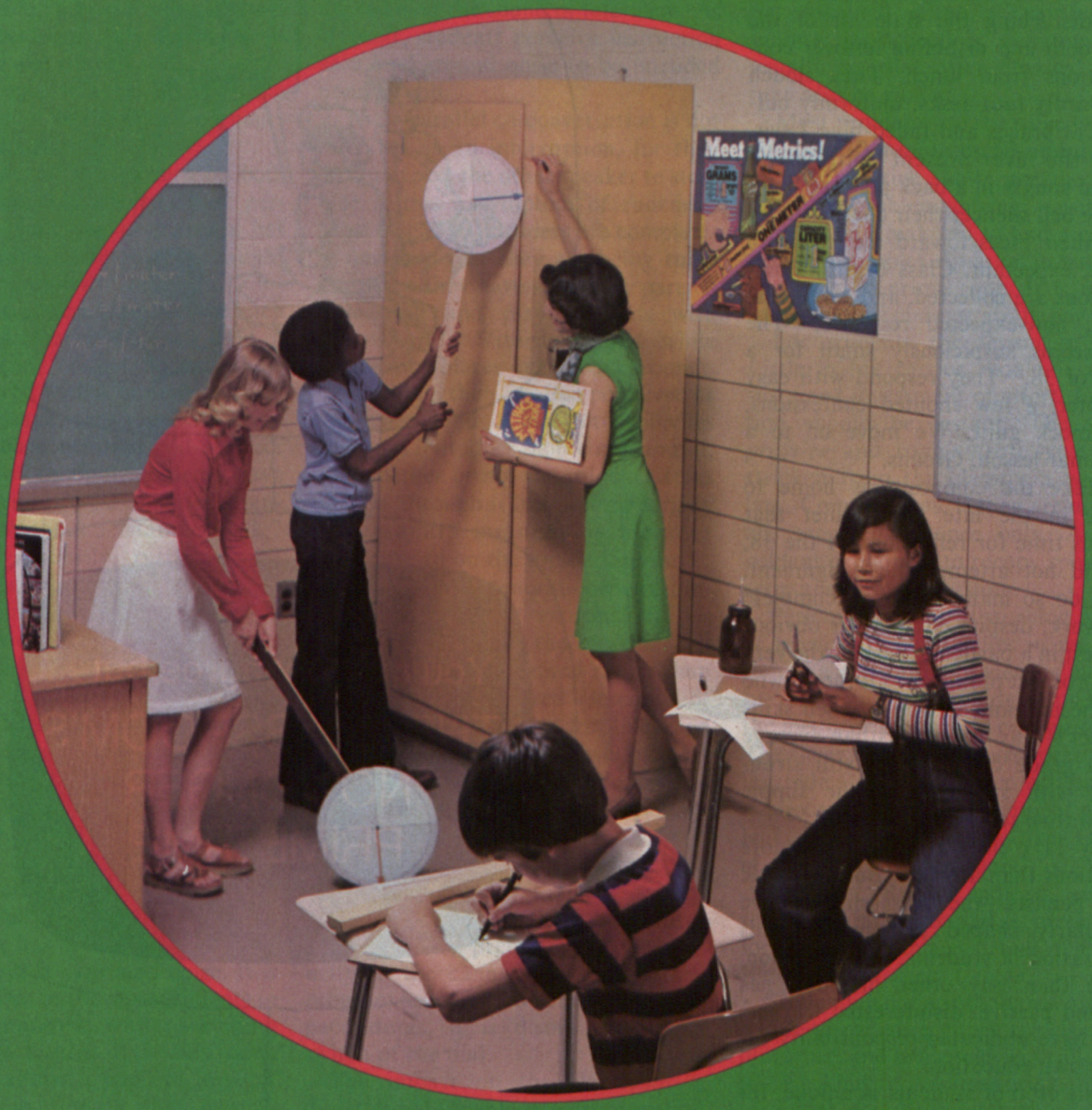
On our last night in China—Thanksgiving Day in America—we enjoyed a 13-course dinner in the famous Beiyuan (North Garden) Cantonese style restaurant. The leader of our guides, a gracious and soft-spoken man in his forties or fifties, apologized because we couldn't have the traditional American roast turkey for Thanksgiving. We were served roast sparrows (complete with heads and beaks), followed by roast goose.

That night in Canton, we learned a great deal about the National Education Association as we responded to questions about the NEA, its purposes and its organization, from the six guides and some Chinese teachers who joined us for the occasion. We found how difficult it is to explain the NEA to citizens of a nation organized so differently from ours.

The Chinese were most curious and persistent and bombarded us with questions as we struggled with answers that would clarify rather than confuse. In the end, they seemed to sense the educational and professional purpose and intent of our NEA International Institute's unprecedented visit to China and warmly invited us to bring other Institutes to the People's Republic of China. □

Since the fall of 1975, NEA has offered three-month work-study programs in which participants may earn nine to 12 in-service or graduate credits. The Association is now planning the following Institutes: England/Western Europe in 1977, Mexico/Central America in 1978, East Asia/People's Republic of China in 1978, and USSR in 1979. Beginning this year, NEA began Institute programs for both in-service and graduate credit in many places around the world on both land and sea. These are scheduled during summer vacations and Christmas breaks and vary in length from two to six weeks.

For more information on these programs, write to Natalie Gladstone, NEA Special Services, 1201 16th Street, N.W., Washington, DC 20036.



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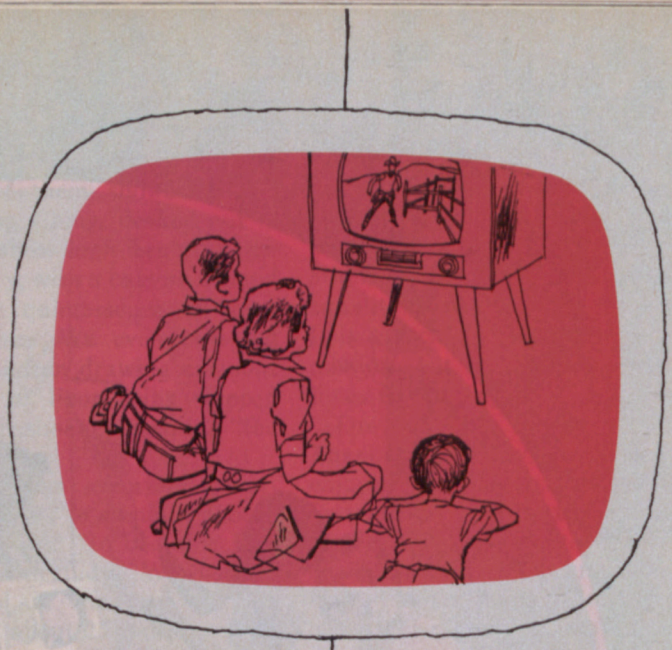

Noisily they spill through the doors, disturbing the stale air of the classroom and dribbling leftover conversations from lunch. They slouch awkwardly into desks, uniformly outfitted in braces and faded-blue Levis, with the ever-present hair brush tucked snugly in a back pocket.

The bell silences their chatter. They turn their faces toward me; they are polite, expectant. Class begins. Compositions are collected, and I offer the usual, now-expected response, "The pile seems suspiciously small for a class of 38." They respond with easy laughter, a few shouted confessions, and mock guilt. We move on to a grammar lesson. Groans.

I take the compositions home to grade in the late night quiet that affords time for reflection. Of the 38, 16 did not attempt the assignment. Why do so many refuse to complete the work, despite either their obvious interest in a particular task or the very real prospect of failure? Of the 22 who did the assignment, why are their skills so poor? Why in a better-than-average ninth grade class are we still struggling with spelling and the simple declarative sentence?

My 11 o'clock reverie poses more questions than answers. But one basic fact persists—the mass media have singularly shaped and molded this generation of students, and television, more than any other medium, has created passive, disinterested learners who have abdicated responsibility for their own education.

This crop of students is unique, for they are second-generation viewers many of whose parents were themselves raised with television. It is often the parents who turn on the set.

By adolescence, television has permeated young people's minds as thoroughly and as subtly as junk food has their bodies. Today's 14-year-olds have already spent as many hours watching television as they have attending school.

Sixty percent of my junior high school students say they usually watch television before school, 75 percent

says SUSAN FEINBERG
English/Reading Teacher, Porter Junior High School, Granada Hills, California.

typically find it on in the afternoon when they return home, and an amazing 70 percent regularly watch television during the dinner hour. According to national surveys, by age 14 a typical student has ingested as many as 10,000 hours.

The impact of this pattern on both the classroom and the students' perception of their role as learners has been devastating; television has taught its lessons persistently and well.

The most noticeable effect of such excess is the creation of a new kind of audience—they cannot be called listeners. Reared with a lifetime of commercial messages that regularly bombard their concentration and redirect their train of thought, students have developed eight-to-12 minute attention spans. Without a "station break," they fidget restlessly, rustle papers, scrape chairs. Many confess to a feeling of discomfort during a full-length feature movie. Teachers have always made provisions for the short attention span of the slow learner and the less mature student; now they must plan rapidly paced activities for even the bright. With a minimum of four tasks per period, the classroom resembles a variety hour.

Another characteristic of television's new audience is the phenomenon of "turning off." The 10,000 hours of conditioning has created viewers who can screen out background noise. It is this ability that encourages students to attempt homework while watching *Starsky and Hutch*. It is this same ability that allows a pupil to turn off any classroom activity that is prolonged or difficult or just dull.

Teachers are confronted with the frustration of presenting a lesson to an audience wrapped in absolute silence and of discovering that no one is listening. No one can repeat what has just been said; only a handful are even aware of the general topic. The students turn off instruction as effectively as they tune out a commercial.

Television's new audience also talks through others' conversations. Given the number of hours students watch television, one must assume that all conversations in their homes are conducted over the sound of television. As a result, students perceive instruction as a background noise to be intruded upon at will.

Their parallel co-conversation is not intended as an interruption, for they do not expect the other speaker to stop. Nor is this a symptom of rudeness. Most often the intruders are completely unaware that they are being rude. Too often they have seen their parents conversing and playing cards with friends on a Saturday night while *Emergency* blares in the background.

Teaching, then, is often perceived as this same kind of noise that invites attention but does not command it, and whether or not the student listens or talks through it has become largely a personal, moment-by-moment choice based on the topic's interest.

In this second-generation viewer, interest is something external. It lies outside the mind of the individual, a commodity to be acquired rather than a quality to be nurtured. Boredom, of course, is inexcusable, for television teaches that a minimum level of pleasure is always possible and that the viewer need only remain a stationary target to receive it.

Television watching is passive, and T.V. shows are monotonously perfect. There is no margin for flawed information in the pretaping, no spontaneity in the canned laughter. If the program becomes too demanding or its pace drags, it is dismissed with a switch of the dial.

The impact on the classroom is disastrous. Students equate education with entertainment and condemn as boring anything short of a "Donny and Marie Spectacular." Nor do they feel responsibility for their apathy. Certainly nothing they can create approaches the plastic perfection of television. They find few classrooms that can compete with television in interest level or pleasure. If "the medium is the message," my 20-year-old grammar texts are no match for the poorest fare television can offer.

A corollary of this insistence on education as entertainment is the pupils' attitude toward problem solving. Television teaches that all problems can be solved and that most solutions involve "getting by" rather than a laborious quest for excellence. Rarely does a hero produce a solution based on sustained effort or painful and intense introspection. Solutions are usually external, often physical. They may also be violent.

Most problems can be solved within either a 30-minute or 60-minute segment. Detective shows are the paradigm for problem solving; never does Baretta or Kojak fail to find a resolution to a complex situation in less than one hour of prime time. It is understood that all endings are happy ones.

For students the lesson is clear: Little in life can or should invoke a sustained investment of effort. Education should be instant. The words *practice* and *rough draft* have been stricken from the classroom vocabulary. Compositions, if they are done at all, are written once only. As one student explained, to recopy spoils the spontaneity of his writing.

Perhaps the most disturbing aspect of television's impact lies in its creation of a generation of viewers incapable of making critical judgments about the media or their world or themselves. The sheer number of hours spent viewing indicates an audience satiated on mediocrity. The low ratings of excellent commercial programs like "Queen of the Stardust Ballroom" or "Love Among the Ruins" indicate an absence of standards and a preference for the commonplace virtues of *Police Woman* or *Medical Center*.

Students have no standards against which to measure either television or literature, and while television allows a passive kind of woolgathering, literature does not. Without tools of analysis and evaluation, self-examination beyond all but the most superficial level is too difficult. Learning has become synonymous with "exposure," and without critical tools, they are indeed the same.

Television has become the most influential institution in a student's life. It has effected a rejection of the "work-now-play-later" ethic, and the philosophy of deferred gratification has been relegated to the prevideo past. Amusement and entertainment are only as far away as the set. Horatio Alger has been replaced by the *Six Million Dollar Man*. □

The editors invite reader reaction to Ms. Feinberg's statement.

Unfinished Work of the 95th Congress

The first session of the 95th Congress has been devoted largely to budget and economic issues, both of which bear directly on NEA's continuing efforts to increase substantially the federal share of funding public education. NEA's major drive during the first seven months of 1977 was to secure enactment of a $10 billion appropriation for HEW's Education Division, which administers most federal programs that assist elementary, secondary, and higher education.

As enacted, the fiscal 1978 appropriation still falls short of NEA's goal of one-third federal funding. Current budget ceilings and the language of existing legislation have kept a lid on federal assistance. Thus, in the second session of the 95th Congress, NEA will press for higher authorizations for education programs, a separate education function in the federal budget process, and significant changes in the elementary and secondary programs due to expire in fiscal 1978.

More than $4.5 billion has been appropriated for fiscal 1978 to fund the expiring programs, which include all sections of the Elementary and Secondary Education Act of 1965 (ESEA); the Adult Education Act; Impact Aid (maintenance and operations, disaster aid, and school construction in federally affected areas); the Indian Education Act; and the Special Projects Act. This last Act includes programs for gifted and talented children, career education, metric education, community schools programs, arts in education, and programs to provide educational equity for women at all levels of education.

ESEA authorizes federal money for the massive Title I program for the educationally disadvantaged, school library resources, textbooks, and other instructional materials; supplementary education services; and guidance, counseling, and testing. This omnibus law also provides funding for consolidation of several existing authorized programs; assistance for strengthening state and local education agencies; bilingual education; dropout prevention projects; school nutrition and health services; consumer education programs; and ethnic heritage studies.

The upcoming renewal of these and other expiring programs offers NEA many opportunities to help redirect federal assistance—to steer administrative and legislative action toward general federal aid, better coordination and greatly simplified administration of existing categorical (special-purpose) programs, and more forward funding of programs in order to relieve the year-to-year uncertainty that school districts have experienced in the past.

Guaranteeing collective bargaining rights for teachers and other public employees remains a top NEA priority. The Association has brought tremendous grass-roots pressure on the 95th Congress to start the legislative process moving toward this goal. In a concerted drive to gather support for NEA's collective bargaining proposals, hundreds of Congressional Contact Teams from state associations have visited their Representatives and Senators this year.

NEA President John Ryor told delegates to the 1977 Representative Assembly that if members of Congress have any doubts about the intensity of NEA's concern for federal collective bargaining legislation or other matters, those doubts will be erased in the elections of 1978, "when those who fail to live up to their commitments don't get help the second time around."

The 1977 NEA Representative Assembly called for intensified lobbying for enactment of the Mobile Teacher Retirement Act, a measure to ensure the portability of teacher retirement benefits. The bill was sidetracked by a general study of public pension plans mandated by Congress in 1974, but NEA will press for its inclusion in public pension legislation scheduled for consideration during the next calendar year.

A task force appointed by President Carter is studying NEA's proposal for a Cabinet-level Department of Education. The task force, headed by Vice-President Mondale, is expected to make its recommendations by the end of this year. Meanwhile, Senator Abraham Ribicoff (D-Conn.) has tentatively scheduled hearings on his bill to create a separate Department before the adjournment of the current session.

The Association is continuing to press for enactment of Health Security, a comprehensive, universal national health insurance program. As a member of a broad-based coalition seeking such legislation, NEA is telling Congress and the Administration of its concern about economic and geographic barriers to adequate health care, particularly as they relate to teachers and students.

Rapid escalation of health care costs, extreme variability in the quality of health insurance programs, and lack of Medicare coverage for persons outside the Social Security system have created a very insecure situation for many teachers. School districts with budget problems are cutting back vital health screening of children and programs to teach young people the fundamentals of good nutrition and preventive health care.

NEA argues that a comprehensive system such as Health Security could involve the schools in the provision of health services and health education which state and local governments cannot now provide. And teachers, like all citizens, would benefit from a program that would guarantee high standards of health care, cost control through preplanned budgeting, and complete, paid-in-full coverage of all essential health services.

—NEA Government Relations.

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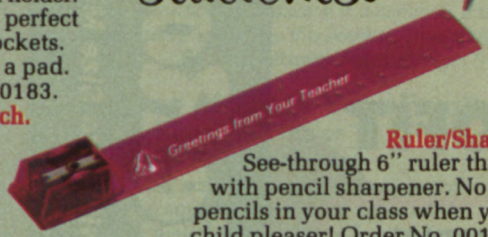

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BEST BOOKS FOR YOUNG ADULTS—1976

This list, prepared by the Young Adult Services Division, American Library Association, presents books published in the past year that are recommended reading for young adults 13 to 18 years old. Selection to this list is based primarily on the proven or potential appeal and worth of each book to young adult readers. Titles chosen must also meet the following standards: Fiction must have believable characterization and dialogue and plausible plot development. Nonfiction must have an appealing format and a readable text. Although the list will attempt to represent a variety of reading tastes and levels, no effort will be made to balance the list according to subject or areas of interest.

Swingin' & Singin' & Gettin' Merry Like Christmas. Maya Angelou. Angelou continues her autobiography, telling of her brief marriage, her efforts to raise her young son, and her beginning successes in show business. Random House. $8.95.

Not a Penny More, Not a Penny Less. Jeffrey Archer. Discovering they have been conned by a fast talking promoter, four strangers get together to recover their million dollars. Doubleday. $6.95.

Our Bodies, Ourselves: A Book by and for Women. Second edition. Boston Women's Health Book Collective. New medical findings and rethought feminist attitudes are incorporated into a completely revised edition of the now classic handbook on the female body. Simon & Schuster. $12.95; paper, $4.95.

The Multiple Man: A Novel of Suspense. Ben Bova. President James J. Halliday has a top-level security secret: Several *exact* duplicates of himself have been mysteriously and secretly killed. Press Secretary Meric Albano wants to know why. Bobbs-Merrill. $6.95.

Life on the Run: A Career in Basketball. Bill Bradley. Knicks veteran Bradley talks about the sport he loves, his teammates, and the pressures of professional basketball. Quadrangle. $8.95.

Home Before Dark. Sue Ellen Bridgers. When her father takes his migrant family back to his childhood home in Florida, 14-year-old Stella Willis is determined to put down roots and have a home she will never leave again. Knopf,

dist. by Random House. $6.95.

The Otherwise Girl. Keith Claire. What can 15-year-old Matt do when he discovers that the beautiful redhead he befriends is really the ghost of a girl who drowned eight years before? Holt, Rinehart and Winston. $6.95.

Imperial Earth. Arthur C. Clarke. Find out what happens to Duncan Makenzie, sent from Titan, a moon of Saturn, to earth's Quincentennial celebration. Harcourt Brace Jovanovich. $7.95.

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(continued on page 86)

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CIRCLE QUICK-ACTION CARD NO. 57

Classroom Tips

By JANE TYLOR FIELD
Retired Teacher of English and Creative Writing, Chula Vista, California.

These are suggestions made or collected by Mrs. Field, and she urges NEA members to send in interesting and useful teaching ideas on the elementary and secondary levels for possible use in future issues. Mrs. Field asks that those who submit classroom tips keep copies of their material, as she cannot return the originals.

Mail suggestions to Box CT, Today's Education, *1201 16th Street, N.W., Washington, DC 20036.*

Energy is, of course, the most important thing in the world. Without energy—zilch! Therefore, understanding, appreciation, and conservation of energy should have a high priority in the classroom.

For starters, especially for older students, read Isaac Asimov's essay in *Time,* April 25, 1977 (p. 33). In it, Asimov describes urban life in 1997 as it may be if conservation action is not undertaken immediately.

Most of the following ideas for learning about forms, costs, uses, and preservation of energy sources are from the San Diego City/County Schools Energy Education Committee's Teacher Information Guide "Energy for Today and Tomorrow." Our thanks to Melanie B. Messer, an educational specialist and the energy resource person for San Diego County Schools, for sharing this book with us.

Children hear the word *energy* a good deal. It's one of television's favorite selling ploys: "Sticky-Wicky Cereal gives you more energy." (More than what? is the question.) They hear parents say, "He has too much energy for his own good." But do young children really know what the word means?

A simple explanation is "Energy makes things go or makes things warm or causes light. Food makes creatures go. Oil and gasoline, when used with appropriate mechanisms, make things go. Electricity can make wires hot enough to toast bread or brilliant enough to light a room."

Take the class on a tour of the school, stopping in appropriate areas to ask, "How is energy being used in this room?" Students will probably note the electric typewriter, telephone, school bell system in the office; the stoves, electric mixer, garbage disposal in the kitchen; the record players, tape recorders, film projectors in the media center; the sprinkler system, buses, and power mower outside.

If a bus is available, the class might take a swing aroung town viewing the airport, the railroad depot, a mill, a lumber yard, a factory, the gas and electric company, the harbor.

Later, for evaluation and reinforcement, have students draw pictures of what they have seen, labeling them according to the different types of energy they use.

In summing up the unit, have students decide which form of energy is being used the most locally.

Perhaps the community has a historical area devoted to showing life as it was lived in the near or distant past when most chores were done by hand: spinning, churning butter, bringing up water from the well, making candles, chopping wood for heat and cooking. Touring such an area with the emphasis on energy sources should be instructive. Resultant artwork might contrast the old with the new.

Compare community energy uses of a bygone day with those of today. Were sources of energy in the previous period pollution-free, economical, efficient, plentiful? Why or why not?

If the school custodian is an agreeable type, he may be willing to visit classrooms and explain his mechanical helpers and how he could (or could not) manage without them. Perhaps he and the school authorities have made plans to conserve electricity and other forms of energy. He might enlist the students' help.

In relating energy specifically to transportation, have children classify different vehicles, then cut relevant pictures from newspapers and magazines—pictures of boats, cars, airplanes, roller coasters, gondolas, elevators, wheelchairs, rickshaws, tricycles. Discuss the kind of energy required to make each go. Have the students use the pictures to make collages, each one devoted to vehicles moved by one specific form of energy.

Have students make an energy picture book showing ways in which individuals use mechanical energy. With their parents' help, have them list energy users in each room of their houses. Count the number of energy users by rooms and total them for the class, i.e., how many have a television in the family room, a refrigerator in the kitchen, an electric drapery puller in the living room. From the totals, identify the most common energy users. Discuss how families can conserve at home.

The class should be interested in making up a list of rules for saving electricity:

- Eat vegetables raw instead of cooking them.
- Hang clothes outside to dry in nice weather instead of using the dryer.
- Draw draperies at night during the winter to keep in the heat. Do the same thing in the daytime in summer to keep *out* the heat and save on air conditioning.
- Shut the door!

Wind as a source of energy is being used again throughout the world. The windmills that years ago brought water up from wells—and then disappeared in favor of electrically operated pumps—are reappearing on farmlands in the United States and elsewhere in the world. Wind costs nothing, renews itself, and is almost always present.

Have a class discussion on how wind, although at times destructive in the forms of tornadoes and hurricanes, helps people work and play. Use school-made or store-bought kites in a session of kite flying (good luck!) to demonstrate how the wind provides energy to make things go. Discuss how the designs of kites, cars, boats, trains, and planes help or hinder the vehicles in going higher or faster. Why are drivers of tall campers and house trailers sometimes warned against going through mountain passes? Why is a windmill so called?

How important is electricity in everyday life? For one day, have the students keep track of the number of times they use electricity, and why: For instance, use of the furnace, of the

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CLASSROOM TIPS
(continued)

heating pad, of the curling iron. Which of the uses might be eliminated by the substitution of manual effort?

Define elbow grease. Which machines can be replaced by muscle energy? Write essays on "The Machine I Love the Best" and "The Machine I Need the Least." Write stories or poems about what the world will be like if all the fossil fuels are depleted before new sources of energy are developed effectively for mass use.

Even though industry and commerce may use two or three times as much energy as do individuals, nevertheless, each person must do his or her share to conserve it. How? Have the class make a list of suggestions. The following may help students get started.

Replace broken windows.

Install weather stripping and insulation.

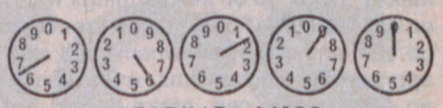
Wear extra clothing instead of turning up the heat.

Ride bikes or walk instead of driving.

As for commerce and industry and their waste of energy, letters from individuals or the class as a whole to stores that overuse air conditioning or to the management of buildings that are brightly lighted from top to bottom when empty *are* influential. Try letters to the government about cities such as Las Vegas that are still lighted from top to bottom all night long (even though, like Las Vegas, they may have cut back on some uses of lighting). Letters to the local newspapers and other media often bring public disapproval to a head and force constructive change.

Why do outages and brownouts occur? Have the students discuss their families' activity patterns and from this information predict the peak demand for electricity. Explore ideas of how families or individuals or even communities might juggle schedules to even out the demand hours.

Teach students how to read an electric meter, a helpful activity in figuring the family electric bill, and perhaps even a step toward a future career.



Source: *Energy Conservation Experiments You Can Do . . . from Edison.* © 1976. Thomas Alva Edison Foundation.

The above dials read 66,190. Like a car's odometer, an electric meter is set up on a decimal basis. The dial on the far right records kilowatt-hours; the one to its left, tens of kilowatt-hours; the middle one, hundreds of kilowatt-hours, and so forth.

When reading a meter, remember that the pointers on the first, third, and fifth dials (from right to left) move clockwise, and the pointers on the second and fourth move counterclockwise. When the pointer comes between two numbers, read the smaller one.

Perhaps the local electric company has a chart of appliances and their average wattage, annual kilowatt-hour consumption, and annual cost (based on rates and normal use locally). For instance, a refrigerator/freezer with automatic defrost uses twice as many kilowatt-hours as one with manual defrost. And while solid state circuitry has reduced the power requirements of both black-and-white and color TV sets, still, a solid state color set needs three times as many kilowatt-hours of electricity as a solid state black-and-white set.

Twenty years ago, no family had these "extra" costs or used up fuel in these ways because the improved appliances either had not yet been invented or were not generally available. And people managed to survive without them!

Most of the energy we now use comes ultimately from the sun, mostly through fossil fuels. The increasingly urgent need is to put the sun's energy to more direct use. Brains are working on the problem. Some solutions exist, but they are expensive. In the meantime, demonstrate the tapping of the sun's energy by constructing a solar heater.

Remove the handle from an old umbrella as close to the top as possible. Then lay the open umbrella on its back with the inside facing the sun. Place a small tripod in such a way that a beaker of water supported by it would be three or four inches above the umbrella's center—at the point where the sun's rays will focus. (It may be necessary to puncture the skin of the umbrella with one or all of the tripod's legs.)

Then line the inside of the umbrella with aluminum foil. Fill a beaker half full of water, place a thermometer in it, and set the beaker on the tripod. Record the temperature of the water every three minutes for 15 minutes.

Discuss the advantages and disadvantages of solar energy. Discuss the

(continued on page 90)

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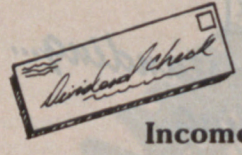

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Books

Traditions of American Education by **Lawrence A. Cremin.** Basic Books. 172 pp. $8.95.

During the past 20 years, two revisionist schools have dominated the writing of American educational history. The first has sought to puncture the rosy views of previous writers by underscoring the historic control of the middle class over American public education, the gulf between democratic rhetoric and classbound reality. The starting point for the second school of revisionists was Bernard Bailyn's *Education in the Forming of American Society* (1960), which emphasized the need to study educational history in a broad context. Bailyn argued that students of seventeenth century education commonly erred by equating education with formal schooling, for in the eyes of contemporaries, the latter was a less important educative agency than the church, the family, and apprenticeship.

Composed of several essays originally given as the Merle Curti Lectures at the University of Wisconsin, *Traditions of American Education* attempts to amplify Bailyn's approach by suggesting its possible applications in all periods of our history. For the period 1783 to 1876, for example, Cremin portrays the extensive range of informal educative agencies such as libraries, churches, lyceums, and even folk culture in communities as diverse as Lowell, Massachusetts; Sumter District, South Carolina; and Macoupin County, Illinois. He concludes that an authentic American "vernacular" in education emerged during the nineteenth century in the irregular and intermittent passage of individuals "back and forth across the permeable boundaries of household, church, school, and apprenticeship, largely self-motivated and largely self-directed toward particular goals." In his final chapter, Cremin concludes that the media revolution of the twentieth century has created new forms of education and thus rendered indefensible any equation of educational history with the history of schools.

Cremin's book resembles Bailyn's earlier study in several ways. Both are provocative and insightful. Each concludes with a long bibliographical essay sketching out guides to future research. The problem in the past has been to keep this variety of revisionism from deteriorating into a general history of American society, from losing focus on education. If everything is educative, then nothing in particular is educative. Cremin sees the problem and warns that those who wish to study education in its broad social context will have to ground their work in a precise and exact theory of education. His own theory is in the tradition of John Dewey and views education as "a continuum of contemporaneous and successive transactions." Although I agree with Crem-

(continued on page 93)

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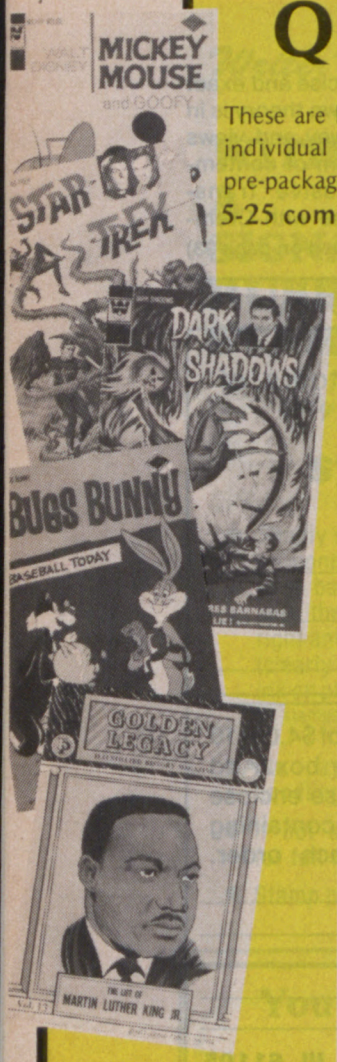

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in's orientation and am impressed by his achievement, I question whether such a theory of education is sufficiently precise to give shape to this variety of revisionism.

Reviewed by **Joseph F. Kett,** *professor of history, University of Virginia, and author of* Rites of Passage: Adolescence in America, 1790 to the Present, *published by Basic Books, 1977.*

Child Development and Education by **David Elkind.** Oxford University Press. 274 pp. $10; paper, $4.

This new book by David Elkind, highly regarded as an interpreter of Piaget, speaks to teachers who are curious about the basic concepts and applications of Piaget's theory. Among the spate of other descriptive essays published with a similar purpose, this volume is notable for its clarity, brevity, and attempt to place theory and practice in a contemporary perspective.

In the first section of the book, the author reviews changes in the fields of psychology and education that have made way for the present surfacing of Piagetian themes—changes with which teachers themselves have been identified. Next, Elkind presents the forerunners of Piaget's intellectual heritage from such diverse fields as philosophy, physics, biology, sociology, and logic together with the more familiar innovators in psychology and education, including the Gestalt group, Binet, and Dewey. Finally, Elkind sketches Piaget's life and work through anecdotes and research documentation.

The second section deals with notions of child development that occupy a central position in Piaget's theory. A synthesis of motivational forces defined as energizers of learning rounds out the discussion of a developmental point of view.

The third section, titled "Applications," is suggestive rather than comprehensive. Observation is stressed as a means of developmental assessment. The content here is more attitudinal than prescriptive and as such offers teachers new insights and means of organizing their experience through looking at classroom behavior from a cognitive developmental point of view.

That there are few classrooms which can be identified as Piagetian at this writing attests to the difficulty of the task Elkind set for himself in this book. If it serves as an introduction to some teachers, results in a new organization or series of insights about children for

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BOOKS
(continued)

others, and enables still others to place their teaching in a different and more sound cognitive framework, the book will have more than served its purpose.

Reviewed by **Jane Beasley Raph,** *faculty associate, Arizona State University, Tempe; co-editor with Milton Schwebel of* Piaget in the Classroom, *Basic Books, 1973.*

This School Belongs to You and Me by **Gerald Newmark.** Hart. 431 pp. $10.95; paper, $5.95.

This comprehensive book is a result of a seven-year research project developed and implemented by Gerald Newmark and his associates and supported by the Ford Foundation. The project dealt primarily with "poverty" schools and the problems generally associated with such schools—low and declining academic achievement, conflicts, and community disapproval.

This excellent book doesn't dwell on what is wrong with education but emphasizes practical ways to improve it. *This School Belongs to You and Me* is a blueprint for gradual but total redesign of an entire school.

Newmark believes that personal involvement, not improvements in materials and facilities, will have the greatest impact on learning. His basic idea involves using the human resources already available in the school and community. The four cornerstones of his Tutorial Community Program (TCP) are tutoring, shared planning and decision making, parental involvement, and feedback. I want to comment on two of these—tutoring and feedback.

Tutoring has long been popular in schools. The idea of children learning as they teach and teaching as they learn is considered educationally sound. In Newmark's design, students at all grade levels become both teachers and learners. He has devised a well-organized, structured approach to tutoring. Students and teachers are trained in the knowledges and skills required. Teacher observation and teacher-tutor feedback sessions are an integral part of the program. (The book's appendix includes several helpful tutor-related activities.)

Feedback is another important cornerstone of the author's system. Teachers, students, and parents all need feedback.

Newmark considers student feedback to teachers an essential element in his system. Teachers value student opinions. One study found that feedback from students was more effective than feedback from supervisors in leading to positive change among teachers.

Even though most schools would not be able to adopt the entire TCP approach, many could integrate some of these valuable ideas into their programs.

Reviewed by **James R. Watson,** *fourth grade teacher, Eastgate Elementary School, Bellevue, Washington.*

Barred from School: 2 Million Children! by **Thomas Cottle.** New Republic. 187 pp. $7.95.

Barred from School is a well-written, realistic book that Cottle has dedicated to all people who work in behalf of children.

Through interviews with school-age children who are not in school and with others, Cottle conveys those things that really matter to children and what life is to them. The children project their views of what exclusion from school means to them and how it affects their attitudes and their lives.

Sad but true, Cottle shows that poor and minority children are usually victims of incidents that lead up to their exclusion from school. These children, the victims of exclusion, are most likely the

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ones who have no valuable alternative ways of learning. (*Exclusion* is defined as being out of school 45 or more days a year.)

Cottle provides statistics which show that poor children are suspended from school more often than more affluent children and that minority children are suspended more often than white children. He points out that much too often children are excluded from school due to a lack of understanding of their cultural backgrounds and a failure to look at their behavior in relationship to personal problems.

The author expresses concern about which institutions have failed kids the most. Although he says that many schools have failed them, he believes the kids are in a worse situation when they are suspended and out of school.

Cottle offers many recommendations for alleviating the problem of exclusions and emphasizes that they can be successful only with the support of the government and the involvement of the parents and the community. These recommendations can be instrumental to educators and parents in combatting the problem of children's being excluded from school.

Many readers may consider *Barred from School* a controversial book. Cottle's statements, however, are supported by statistics from the Census Bureau and from surveys done by the Children's Defense Fund.

Reviewed by **Shirley F. Coffey,** *art instructor, I. C. Norcom High School, Portsmouth, Virginia; member, NEA Board of Directors.*

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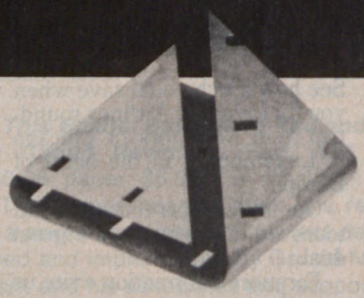

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Consumer Information

1001 Valuable Things You Can Get Free. Giveaways—games, films, posters, pamphlets, books—you can write off for. Tenth edition. 1977. 224 pp. $1.95. Bantam Books, 666 Fifth Ave., New York 10019.

Tire Tips: A Guide to Tire Selection and Care. How to prolong the life of the tires on your automobile. 1977. 15 pp. Free. Obtain from your local BFGoodrich tire outlet.

Your Money's Worth in Foods. Tips on budgeting, shopping for food, and planning meals. Has a cost-weight table (cost of a pound of food from containers of various weights). 1976. 28 pp. Free. Send postcard to Consumer Information Center, Dept. 637E, Pueblo, CO 81009.

Copyright

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(continued on page 98)

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Name _____ Address _____ Ph. _____

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Signed _____
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commercial, public, and instructional TV programs, and other TV and radio programs. Includes 15 examples of situations where fair use might or might not apply, information on how to seek permission to duplicate copyrighted materials, and an appendix with an agreement on guidelines for classroom copying of print materials in not-for-profit educational institutions. 1977. 28 pp. $3.95. Assn. for Educational Communications and Technology, Publication Sales Dept., 1126 16th St., N.W., Washington, DC 20036.

Explaining the New Copyright Law—A Guide to Legitimate Photocopying of Copyrighted Materials. Gives an overview of changes in the law, the limits on fair use of copyrighted matter, the guidelines in the report language accompanying the law, and a description of how to obtain permission to duplicate copyrighted material. 1977. 13 pp. $1. (New York City residents add 8% sales tax; other New Yorkers, 4%.) Assn. of American Publishers, 1707 L St., N.W., Washington, DC 20036.

Crafts

Play Clay Play. Illustrated leaflet that gives three clay recipes and instructions for making jewelry, ornaments, toys, and games. 4 pp. Free. Play Clay Play, Dept. PC-TE, Box 307, Coventry, CT 06238.

West Africa: Dye-Craft in the Classroom; India: Dye-Craft in the Classroom; and ***Japan and China: Dye-Craft in the Classroom.*** Three illustrated booklets that tell the history and significance of dye crafts in the countries discussed, explain their dyeing techniques, and suggest modern adaptation. 11, 9, and 13 pp. respectively. Free. Dye-Craft Trilogy, Dept. DCT-TE, Box 307, Coventry, CT 06238.

Economics

A Framework for Teaching Economics: Basic Concepts. Part I of the Master Curriculum Guide in Economics for the Nation's Schools, which is intended to provide guidelines by which school systems can integrate economics with their ongoing courses of study. Summarizes with diagrams and charts the structure and substance of

(continued on page 104)

IDEAL FOR COLLECTORS, TEACHERS AND SELF-STUDY

SMITHSONIAN SLIDE SETS

35mm Slide Sets created from the collections and exhibits of the Smithsonian Institution

Portraits of US Presidents

From the National Portrait Gallery and White House collections, this set of 37 slides depicts Presidents from Washington to Ford. A short biography of each President included. Sets are $25.

First Ladies' Gowns

The unique gowns of the First Ladies of the White House are presented in this set of 42 slides. Literature identifies each gown, its fabric and style. Sets are $20.

Suiting Everyone

Based on the exhibit "Suiting Everyone" in the Museum of History and Technology. This set of 80 slides presents a broad cross-section of clothing in America, from the 18th c. to the present, ranging from ordinary work clothes to exquisite formal wear. Sets are $20.

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This set of 57 slides illustrates fine examples of instruments from the Smithsonian collection. Two audio cassettes are included: an accompanying narrative and Baroque works performed on instruments of the period. Sets are $25.

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Ghost Dance Tragedy at Wounded Knee

The story of the Wounded Knee tragedy is told thru 19th c. photographs of Indian and Army participants, Sioux Reservations and Ghost Dances, as well as artifacts from the scene. Booklet gives background account, captions and maps. Sets are $25.

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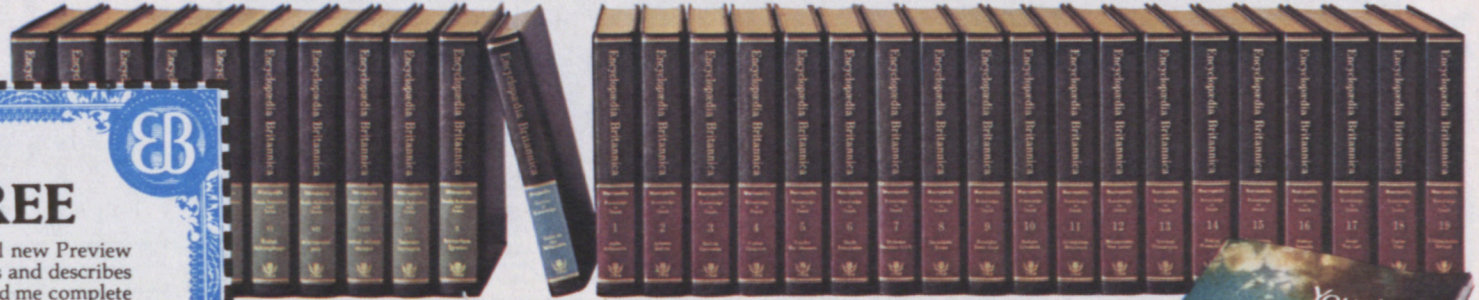

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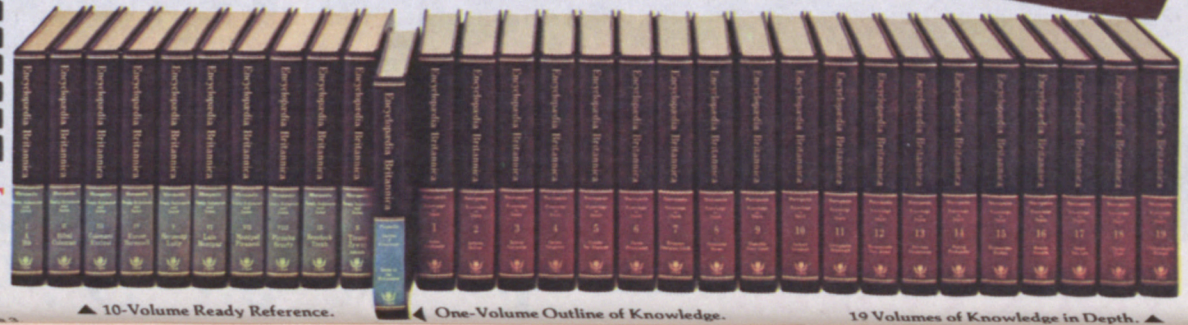

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economics. Describes concepts most useful in preparing high school students to be effective decision makers. 1977. 56 pp. $2.50. Add 50¢ for postage and handling. (Payment must accompany order.) Joint Council on Economic Education, 1212 Ave. of the Americas, New York 10036.

Handicapped

The Acron People. This true story is so beautiful and so special that we've been straining our brains to think of the most effective way of promoting it. It's about five handicapped children and how they became mountain climbers and pirates and kings. It probably will make you cry, but it certainly will inspire you. And you'll be passing it around for everyone to read. 1976. 33 pp. $2.50. Zephyros, 1201 Stanyan St., San Francisco 94117.

The Education for All Handicapped Children Act (PL 94-142): Issues and Implications. Eleven educators examine facets of mainstreaming in public schools and consider not only the process itself but the controversial testing that precedes placement. Spotlights important ways in which PL 94-142 affects teachers, administrators, parents, government agencies, and teacher education programs. Provides the complete text of the new law. 1977. 128 pp. $2. Quantity discounts. Publications Office, School of Education, Indiana University, Bloomington, IN 47401.

Science and Mathematics

Edison Experiments You Can Do. Nine illustrated booklets with experiments (electrical, nuclear, environmental) suitable for grades 4-10. 1976. 28-32 pp. each. Free. David O. Schantz, Charles Edison Fund, 101 S. Harrison St., E. Orange, NJ 07018.

Social Studies

INTERdependence Curriculum Aid. Helps students perceive the complex international problems and interrelationships dealing with eight vital areas (food and nutrition, global economy, human rights, oceans, peace and disarmament, resource scarcity, science and technology, and world law and international institutions) of global concern. Can be integrated into an already existing curriculum or used independently as minicourses. 1976. 112 pp. $3. World Affairs Council of Philadelphia, John Wanamaker Store, Third Floor Gallery, 13th and Market Sts., Philadelphia 19107.

New NEA Publications

Please use stock numbers (shown in parentheses) and enclose payment for orders under $10. Mail to NEA Order Dept., The Academic Bldg., Saw Mill Road, West Haven, CT 06516.

Curriculum Change Toward the 21st Century. Harold G. Shane. The complete report on NEA's major reconsideration of the Seven Cardinal Principles of Education which were established in 1918. Dr. Shane's book explores projecting curriculum content for the future, expanding the school outward into the greater community, personalizing education through new approaches to learning, and undertaking education as a lifelong career. The study concludes by proposing 28 cardinal premises to guide curriculum development for the future. 184 pp. 1977. Paper: (2103-7-0F) $5.75. Cloth: (2104-5-0F) $8.50.

Grading. James A. Bellanca. The author offers a wide variety of alternatives to the number or letter grade. Sample evaluation forms are included in the report along with practical suggestions for ways to hold a successful goal-setting conference with parents and students. 96 pp. 1977. Paper: (1603-3-0F) $5.75. Cloth: (1612-2-0F) $9.85.

Parent Involvement in the Schools. G. John Berclay, editor. The first publication in NEA's new *Reference & Resource Series.* A handbook for educators whose responsibility is to bring school, home, and community into cooperative relationships. The report contains practical guidance for planning workshops, parent orientations to the school, and evaluating parent involvement programs. 48 pp. 1977. (1502-9-0F) $3.50.

Film in the Language Arts Class. John Aquino. This *Developments in Classroom Instruction* report considers the ways in which film may be used to extend and enrich the study of literature. Special attention is given to how film allows slow learners and mentally handicapped students access to works of literature they would not ordinarily be able to read. An annotated list of films suitable for classroom use is included. 56 pp. 1977. Paper: (1811-7-OF) $2.75. Cloth: (1813-3-0F) $5.85.

Mainstreaming. *What Teachers Say Series.* Four cassette tapes with printed overview and discussion questions. Teachers who have had actual classroom experience with mainstreaming discuss how it has worked for them. Each tape is four to nine minutes in listening time. 1977. (2000-6-0F) $15.

Today's Education Reprints. Popular selections from *Today's Education* are now reprinted in the *Quick Reference Series.* Write for a complete listing and prices.

AEW Packet. The American Education Week Packet for 1977 is now available. This year's AEW theme is "Working Together for Education." (5050-9-1F) $3.15.

Problem Solving Through Debate. A full-color filmstrip with sound (cassette tape) and leader's guide. Shows how middle grade students can learn to approach and solve problems through the process of debate. Gives guidance for helping students collect information, state opinions, present arguments, and judge outcomes of a debate. 100 frames. (1750-1-0F) $18. □

Audiovisual Materials

Energy

Assisted by Beverly Teach, William J. Cuttill, Indiana University Audio-Visual Center, selected the following 16mm sound/color films as representative of those available for stimulating discussion on the energy problem. More information about a film can be obtained from the producer/distributor, whose number appears in parentheses.

Alternative Energy Sources. 30 min. Focuses on existing and proposed energy alternatives including coal converted to a clean power gas, total energy systems, and geothermal steam-gathering plants. Grades 9-12. (6)

Energy: A Matter of Choices. 21 min. Examines the social attitudes and technological forces that have led to the energy problem and suggests solutions. Environmental Studies Series. Grades 7-12. (4)

Energy: The Dilemma. 20 min. Looks at energy growth patterns and predicts future growth. Energy Series. Grades 9-12. (2)

Energy: The Ultimate Power. 10 min. Presents various energy experts, who discuss their views on the energy problem. Grades 7-12. (3)

Fusion: The Ultimate Fire. 14 min. Follows the search for clean energy such as that produced by fusion and describes the efforts to harness this energy. Grades 7-12. (1)

Future Fuels. 19 min. Projects a pessimistic future for fossil fuels as the world's energy source in the twenty-first century. Energy Crisis Series. Grades 9-12. (5)

Wise Masters of Wind and Water. 17 min. Shows how wind and water power were used to make flour, sharpen tools, and wash clothes. Grades 9-12. (7)

Producers or distributors: (1) BFA Educational Media, 2211 Michigan Ave., Santa Monica, CA 90406. (2) Churchill Films, 662 N. Robertson Blvd., Los Angeles 90069. (3) Coronet Films, 65 E. South Water St., Chicago 60601. (4) Encyclopaedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago 60611. (5) Films, Inc., 1144 Wilmette Ave. Wilmette, IL 60091. (6) Indiana University, Audio-Visual Center, Bloomington, IN 47401. (7) Perspective Films, 369 W. Erie St., Chicago 60610. □

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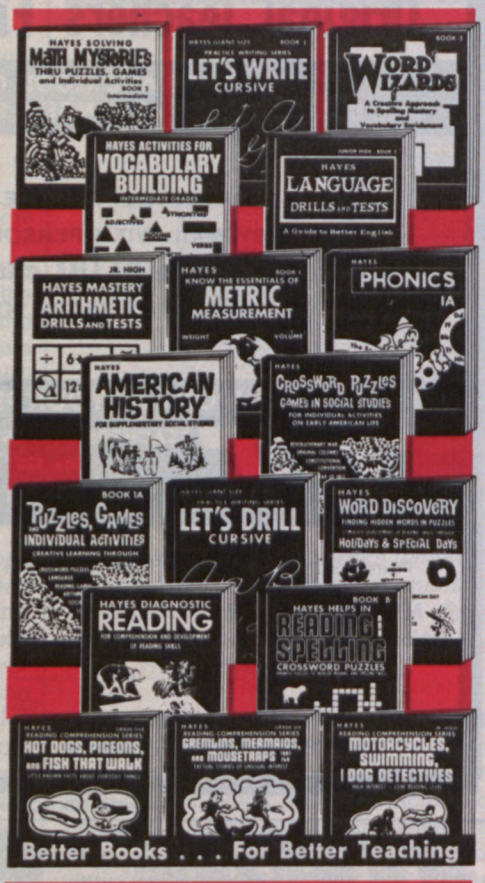

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Materials and Equipment

In-Service Training Materials

This feature is prepared by P. Kenneth Komoski, executive director, EPIE (Editorial Products Information Exchange) Institute. For further information about materials and equipment, write to EPIE Institute, 475 Riverside Drive, New York 10027.

Are you aware of the increasing number of materials available for the in-service instruction of teachers? We at EPIE were not, until two years ago when we learned of a 1974 survey conducted by the Stanford Center for Research and Development in Teaching that located some 680 tapes, films, kits, and texts aimed at helping teachers to develop some aspect of their teaching.

Many of these materials, however, had never been widely distributed to or used by teachers. While some seemed to be of marginal worth, others clearly deserved to be used beyond the local school districts, state education departments, universities, and educational laboratories that had developed them.

To make the most useful of these materials more visible to teachers, a unique project (conceived by Robert McClure of NEA Instruction and Professional Development, and involving the Far West Laboratory for Educational Research and Development and EPIE Institute) was launched to find out what teachers across the country would most like to know about in-service training materials. This information was gathered from teachers at a series of regional conferences led by Dr. McClure throughout 1976.

During the course of these meetings and a series of follow-up pilot activities, teachers were asked to select from the 680 materials those that were most relevant to their needs. The 68 materials they preferred deal with four in-service areas—individualizing instruction, classroom management and discipline, motivation, and one curriculum area, language arts.

These 68 materials have now become part of a larger pool of teacher in-service training materials being described by a much expanded NEA project on teacher in-service training supported by the National Institute of Education. In addition, with the cooperation of the NEA and the Far West Laboratory, EPIE Institute has recently published *EPIE Report #80,* which contains two-to-four page profiles or descriptive analyses of 49 of the first 68 materials selected by the NEA pilot project. These 49 materials fall into the first three categories mentioned above: individualized instruction, classroom management and discipline, and motivation.

Given this information, teachers who wish to work on any or all of the three areas mentioned above should be able to select a material that will meet their needs.

During the summer, *EPIE Report #80* was mailed to the 2,500 local schools and other institutions that are subscribing members of EPIE. (*Report #80* is available by writing to EPIE. It costs $10.)

Our involvement in this NEA project is enabling EPIE member schools to take part in an exchange of information about a type of instructional material that has received little attention to date. We are doing this by asking all users of *EPIE Report #80* to do two things: First, if teachers make use of any of the materials described in the *Report,* we are asking for feedback on how well the material met teacher needs. Second (and we invite you as a reader of this column to do this as well), we are asking teachers who have recently used any in-service training material on any subject to send us the following form if they're willing to help us evaluate it.

Name _____

School _____

City _____ State _____ ZIP _____

I have used the following in-service training material(s):

_____

_____

_____

☐ I will be happy to help evaluate this material during a phone interview. You may reach me at _____ _____. The best time of day to call me is between _____ and _____.

☐ I have not used an in-service material recently, but I would like to have more information about—

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NATIONAL SYMPOSIUM ON TEACHING AND LEARNING: Debates on the Current State of Affairs October 26-28, 1977, at the Palmer House, Chicago. Speakers include: Ralph W. Tyler on method, motivation and mystique in teaching; Harry Broudy on the basics of basic education; B.O. Smith on conflicting ideologies on teacher purpose; Robert Stake on evidence regarding good teaching and learning; William L. Smith on teaching and learning—sense and nonsense; Louis Rubin on teaching as a performing art. Sponsors: Dept. of Elementary and Early Childhood Education, College of Education, University of Illinois at Urbana-Champaign. Information, registration materials, available from Elmer F. Edward, Symposium Coordinator, 116 Illini Hall, Champaign, Illinois 61820.

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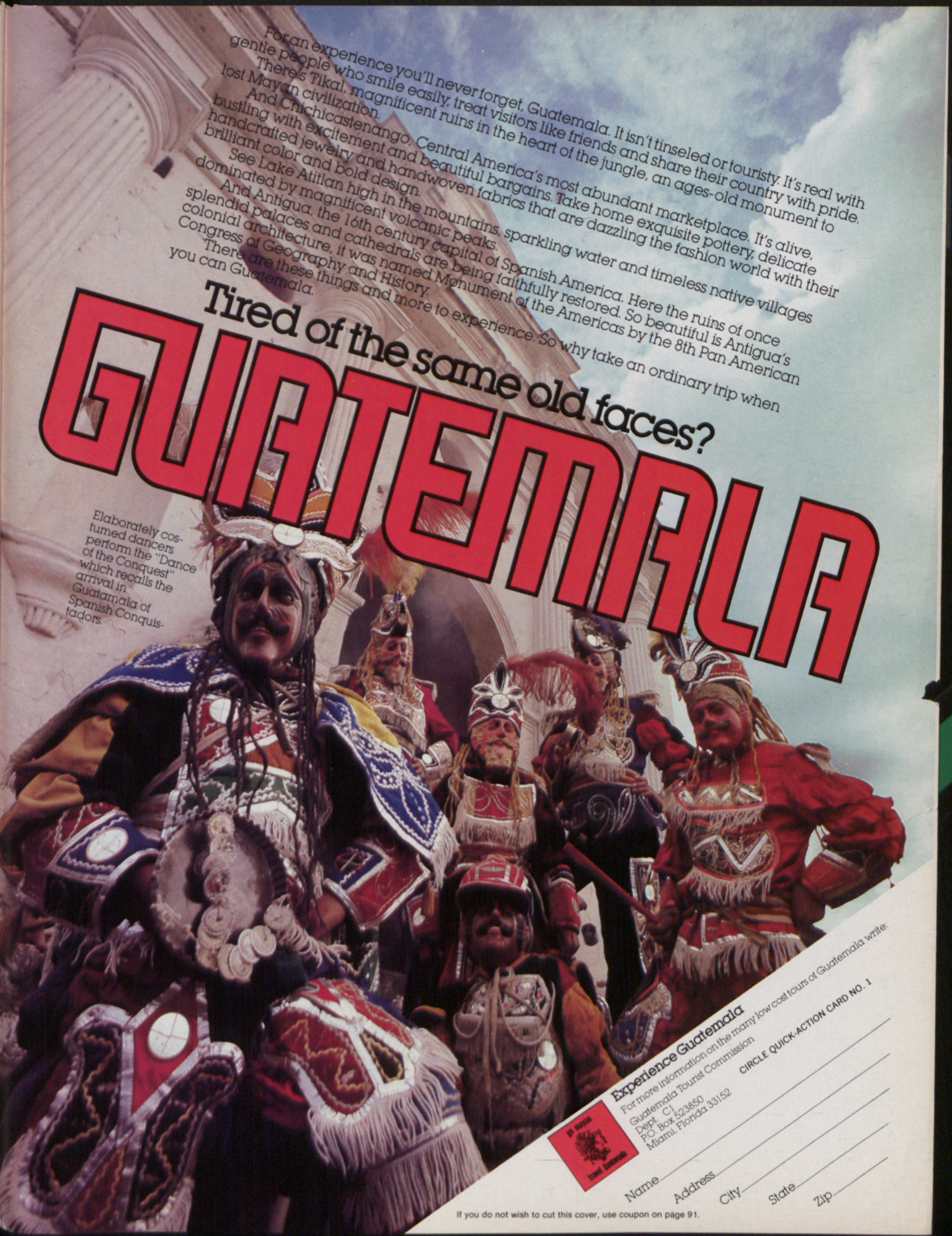
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